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ABSTRACT

This document contains 99 exercises from the 1971-72 social studies assessment. The intended audience is researchers who need detailed information about the exercises and state and local educators who want to use the National Assessment of Educational Progress (NAEP) exercises in their own assessment programs. The document includes a copy of the exercise, complete documentation about administration and scoring procedures, and the national percentage results. The exercises are classified according to the three broad areas of attitudes, knowledges, and skills. They are either multiple choice, short answer (one or two words up to several sentences), or longer answers (paragraph or more). In the 1971-72 assessment of social studies, 9-year-olds, 13-year-olds, 17-year-olds and young adults aged 26-35 were asked a variety of questions designed to measure achievement of five broad educational objectives in social studies. These objectives are (1) that Americans should have curiosity about human affairs; (2) that they should use analytic-scientific procedures effectively; (3) that they should be sensitive to creative-intuitive methods of explaining the human condition; (4) that they should have knowledge relevant to the major ideas and concerns of social scientists; and (5) that they should have a reasoned commitment to the values that sustain a free society. (Author/RM)

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

RELEASED SOCIAL STUDIES EXERCISES

(1971-72)

September 1975

SO 012 957

September 1975

SOCIAL STUDIES

RELEASED EXERCISES FROM THE 1971-72 ASSESSMENT

This packet of materials has been prepared for school personnel who are interested in reviewing National Assessment's released social studies exercises. We hope you find the loose-leaf format helpful during your review process -- feel free to reproduce additional sets. We would appreciate your comments on the content and arrangement of the packet so that we can continue to improve future packets of materials in other assessment areas. These materials are for your use and we certainly want to make them as usable as possible.

Since NAEP is not an everyday household word to everyone, we suggest that you carefully review all background and supplemental materials that are included with this mailing to become familiar with National Assessment's purpose and overall assessment model. It is possible that our assessment materials may not be totally suited to your particular assessment or program needs.

NOTE: Secondary users who plan to collect assessment data using NAEP's materials should be aware of certain data collection procedures which were followed. This is especially important if data comparisons are going to be made. While these procedures are discussed in more detail in the General Information Yearbook and the packet introduction section, they are presented here in outline form as a handy reminder.

OCT 6 1980

NAEP ASSESSMENT PROCEDURES

I. Mode of Administration
    A. Group Administered Exercises
    B. Individually Administered Exercises

II. Paced Tapes for Group Administrations

III. Age Groups Assessed
    A. 9-Year-Olds
    B. 13-Year-Olds
    C. 17-Year-Olds (both in and out-of-school)
    D. Adults (26-35)

IV. Assessment Periods
    A. 13-Year-Olds......October-December
    B. 9-Year-Olds......January-February
    C. 17-Year-Olds......March-May

    D. 17-Year-Olds (early graduates and dropouts) and Adults -- varying survey periods, request information from NAEP

V. Printing -- One Exercise Per Page

VI. Scoring
    A. Multiple-Choice Exercises
    B. Open-Ended Exercises

Also keep in mind that NAEP assessed these social studies exercises during 1971-72. To what extent this lapse in time would have on your assessment findings compared to NAEP findings is not known. However, some relative comparisons of student achievement outcomes should be able to be made.

In interpreting student achievement levels many school personnel have found it interesting and valuable to think in terms of...

> "How well might we expect our students to do?"
>
> "How well do we anticipate our students will actually do?"
>
> "How well did our students actually do?"

The released exercise packet is arranged in Release Number order. Please note that the packet does have a sequential page numbering system so that it could readily be put back into its present order.

The following tables were prepared to give an overview of the social studies released exercises in terms of "assessment coverage". The tables should be helpful in answering such questions as: "How long would it take to administer the 13-year-old exercises?" or "How long would it take to administer the 17-year-old group administered exercises?" or "How many attitudinal exercises are there for 9-year-olds?" Table 4 gives a complete listing of every exercise and may be helpful as you proceed through your review and selection process.

One last comment. In reviewing the exercises and accompanying documentation, you will notice that some exercises use stimulus materials for which copyright permissions were attained by National Assessment. Since these permissions were granted expressly to National Assessment, all secondary users are responsible for attaining their own copyright permissions.

We hope you keep us informed of your assessment activities. We encourage you to share with us your successes as well as any problems you experience with these materials so that we might better advise others.

Jack G. Schmidt State Assessment Consultant	Vern A. Achtermann Consultant, Assessment Services

11/75
revised

TABLE 1: NUMBER OF SOCIAL STUDIES EXERCISES BY AGE LEVEL

There are a total of 99 exercises that were released after the 1971-72 social studies assessment. National Assessment often talks about the released exercises in terms of "unique" and "overlap" exercises. A unique exercise is one that was administered to only one age level; for example, only 9-year-olds. An overlap exercise is one that was administered to more than one age level; for example, to both 9- and 13-year-olds. An overlap exercise enables one to make data comparisons between two or more age levels for the same exercise task.

The table below shows the various combinations of unique and overlap exercises across the four age levels. The Line No. column on the left is for explanatory purposes only. For example, 27 exercises (Line No. 1) were administered to 9-year-olds only. Two (2) exercises (Line No. 2) were administered to 13-year-olds only. Line No.s 1-4 represent the unique exercises.

Now look at Line No. 5. Three (3) exercises were administered to 9- and 13-year-olds -- thus, these are overlap exercises. Line No. 7 shows that there were 11 exercises that were administered to all four age levels.

Line No. 11 shows the total number of exercises that were administered to each age. The sum of these four figures will not be equal to the total 99 released exercises because of the overlap situation described above.

	AGE LEVEL				
LINE NO.	9	13	17	A	
1.	27				UNIQUE EXERCISES
2.		2			
3.			0		
4.				0	
5.	3	3			OVERLAP EXERCISES
6.	2	2	2		
7.	11	11	11	11	
8.		2	2		
9.		38	38	38	
10.			14	14	
11.	43	58	67	63	

TABLE 2. NUMBER OF SOCIAL STUDIES EXERCISES BY AGE LEVEL SHOWING TYPE OF ADMINISTRATION AND TYPE OF SCORING

National Assessment's exercises are administered either in group sessions (usually about 12 students per session) or in individual sessions (one-to-one interview situation). There are also two general types of scoring --- multiple-choice and open-ended.

The two-way table below shows the number of exercises for each age level broken out by type of administration and type of scoring.

Age Level	Type of Administration	Type of Scoring Multiple-Choice	Open-End	Total
9-Year-Olds	Group	27	0	27
	Individual	0	16	16
	Total	27	16	43
13-Year-Olds	Group	32	11	43
	Individual	0	15	15
	Total	32	26	58
17-Year-Olds	Group	37	14	51
	Individual	0	16	16
	Total	37	30	67
Adults	Group	37	12	49
	Individual	0	14	14
	Total	37	26	63

TABLE 3. NUMBER OF SOCIAL STUDIES EXERCISES BY AGE LEVEL SHOWING TYPE OF ADMINISTRATION, ADMINISTRATION TIMES AND TYPE OF SCORING FOR THE THREE GENERAL AREAS OF ATTITUDES, KNOWLEDGES AND SKILLS

The released social studies exercises are classified according to three broad areas, i.e. attitudes, knowledges and skills. The table on the next page shows the exercise coverage for each of these areas. The table also provides information on type of administration and scoring as well as administration time (expressed in total minutes and seconds).

For example, if one were only interested in assessing the "skill" type exercises for 13-year-olds that were group administered and multiple-choice scored, there would be 11 exercises to review. The total administration time for these 11 exercises would be 16 minutes and 28 seconds.

An asterisk (*) in the table under the time column means no timing information is available. For the in-school ages the asterisk would apply to individually administered exercises where no paced tape was used. For adults, all exercises were administered individually in a one-to-one interview mode. The group administration mode means that a tape was used to present the stimulus portion of the exercise but no time restriction was placed on the response portion.

TABLE 3. NUMBER OF SOCIAL STUDIES EXERCISES BY AGE LEVEL SHOWING TYPE OF ADMINISTRATION, ADMINISTRATION TIMES AND TYPE OF SCORING FOR THE THREE GENERAL AREAS OF ATTITUDES, KNOWLEDGES AND SKILLS

	Attitude Exercises		Knowledge Exercises		Skill Exercises		Total	
Age/Admin./Scoring	No.	Time	No.	Time	No.	Time	No.	Time
A. 9-year-olds								
Group/Multiple Choice	1	1:36	19	21:41	7	12:08	27	35:25
Group/Open End	-	-	-	-	-	-	-	-
TOTAL	1	1:36	19	21:41	7	12:08	27	35:25
Individual/Multiple Choice	-	-	-	-	-	-	-	-
Individual/Open End	6	*	3	*	7	*	16	*
TOTAL	6	*	3	*	7	*	16	*
Total 9-year-old Exercises	7		22		14		43	
B. 13-year-olds								
Group/Multiple Choice	1	:22	20	20:27	11	16:28	32	37:17
Group/Open End	5	19:15	1	3:10	5	15:02	11	37:27
TOTAL	6	19:37	21	23:37	16	31:30	43	74:44
Individual/Multiple Choice	-	-	-	-	-	-	-	-
Individual/Open End	6	*	3	*	6	*	15	*
TOTAL	6	*	3	*	6	*	15	*
Total 13-year-old Exercises	12		24		22		58	
C. 17-year-olds								
Group/Multiple Choice	1	:23	25	27:50	11	15:53	37	44:06
Group/Open End	8	26:02	1	1:30	5	14:51	14	42:23
TOTAL	9	26:25	26	29:20	16	30:44	51	86:29
Individual/Multiple Choice	-	-	-	-	-	-	-	-
Individual/Open End	7	*	5	*	4	*	16	*
TOTAL	7	*	5	*	4	*	16	*
Total 17-year-old Exercises	16		31		20		67	
D. Adults								
Group/Multiple Choice	1	*	25	*	11	*	37	*
Group/Open End	7	*	1	*	4	*	12	*
TOTAL	8	*	26	*	15	*	49	*
Individual/Multiple Choice	-	-	-	-	-	-	-	-
Individual/Open End	5	*	5	*	4	*	14	*
TOTAL	5	*	5	*	4	*	14	*
Total Adult Exercises	13		31		19		63	

TABLE 4. LISTING OF RELEASED SOCIAL STUDIES EXERCISES

Table 4 on the next several pages lists all of the 99 released social studies exercises. The legend below will help to explain the columns.

Release Number

The RA series are attitude exercises
The RK series are knowledge exercises
The RS series are skill exercises

Administration

G = Group administered
I = Individually administered

Time

X:XX = Administration minutes and seconds
* = No time restriction

Scoring

MC = Multiple-choice
OE = Open-end

This master table may be useful in selecting certain types of exercises, such as only group/multiple-choice exercises that were administered to 13 and 17-year-olds, or tabulating total administration time for selected exercises.

TABLE 4. LISTING OF RELEASED SOCIAL STUDIES EXERCISES

Release Number	NAEP Number	9-year-olds			13-year-olds			17-year-olds			Adults		
		Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring
RAB01	506017	G	1:36	MC									
RAB02	506013				G	2:00	OE	G	1:59	OE	G	*	OE
RAB04	502014							G	2:00	OE	G	*	OE
RAB05	103002	I	*	OE									
RAB07	505011	I	*	OE									
RAB08	527002	I	*	OE	I	*	OE	I	*	OE			
RAB09	103001				I	*	OE	I	*	OE	I	*	OE
RAB10	505009				I	*	OE	I	*	OE	I	*	OE
RAB11	501007	I	*	OE									
RAB13	501017	I	*	OE	I	*	OE	I	*	OE	I	*	OE
RAB16	527006				G	1:58	OE	G	1:57	OE	G	*	OE
RAB17	501011							G	1:58	OE	G	*	OE
RAB20	503010				G	11:20	OE	G	11:17	OE			
RAR01	502005	I	*	OE	I	*	OE	I	*	OE			
RAR02	501009				G	1:59	OE	G	1:57	OE	G	*	OE
RAR05	502002							G	2:56	OE	G	*	OE
RAR07	502012				G	:22	MC	G	:23	MC	G	*	MC
RAR08	502010				G	1:58	OE	G	1:58	OE	G	*	OE
RAR11	502007				I	*	OE	I	*	OE	I	*	OE
RAR12	502016							I	*	OE	I	*	OE

Release Number	NAEP Number	9-year-olds			13-year-olds			17-year-olds			Adults		
		Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring
RKE01	403017	G	1:00	MC									
RKE02	403007	G	1:01	MC									
RKE04	403021	G	1:29	MC									
RKE07	403010				G	:46	MC	G	:45	MC	G	*	MC
RKE09	405010				G	1:01	MC	G	:55	MC	G	*	MC
RKE12	403032							G	1:02	MC	G	*	MC
RKE13	403031							G	1:21	MC	G	*	MC
RKE14	403011				G	:45	MC	G	:45	MC	G	*	MC
RKE15	403001				G	1:41	MC	G	1:41	MC	G	*	MC
RKE16	406001							I	*	OE	I	*	OE
RKG01	404017	G	1:00	MC									
RKG02	404018	G	2:07	MC									
RKG04	404021	G	:30	MC									
RKG05	404022	G	:32	MC									
RKG08	405031	G	1:00	MC	G	:51	MC						
RKG09	404029				G	1:30	MC	G	1:25	MC	G	*	MC
RKG10	404012	G	1:00	MC									
RKG14	404006				G	:59	MC	G	1:01	MC	G	*	MC
RKG15	402011							G	1:06	MC	G	*	MC
RKG17	427001	I	*	OE	I	*	OE	I	*	OE	I	*	OE

Release Number	NAEP Number	9-year-olds			13-year-olds			17-year-olds			Adults		
		Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring
RKG18	404023	I	*	OE	I	*	OE	I	*	OE	I	*	OE
RKG20	405046							I	*	OE	I	*	OE
RKH01	405006	G	1:00	MC	G	:36	MC	G	:31	MC	G	*	MC
RKH05	405040	G	:59	MC									
RKH06	405011				G	1:00	MC	G	1:00	MC	G	*	MC
RKH07	405041				G	:59	MC	G	1:00	MC	G	*	MC
RKH08	405028	G	1:01	MC									
RKH10	405014							G	1:05	MC	G	*	MC
RKH13	405045	I	*	OE	I	*	OE	I	*	OE	I	*	OE
RKH14	405005	G	1:43	MC	G	1:07	MC	G	1:04	MC	G	*	MC
RKH15	405048	G	1:43	MC	G	1:07	MC	G	1:06	MC	G	*	MC
RKH17	405035				G	:36	MC	G	:35	MC	G	*	MC
RKH18	406009	G	1:01	MC	G	:32	MC	G	:30	MC	G	*	MC
RKP01	402008	G	1:03	MC									
RKP02	406010	G	1:00	MC									
RKP03	406022	G	1:01	MC									
RKP04	401004				G	:52	MC	G	:49	MC	G	*	MC
RKP08	406035				G	2:55	MC	G	2:51	MC	G	*	MC
RKP09	406006				G	:59	MC	G	:59	MC	G	*	MC
RKP11	406005							G	1:18	MC	G	*	MC

Release Number	NAEP Number	9-year-olds			13-year-olds			17-year-olds			Adults		
		Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring
RKP13	406019				G	:51	MC	G	:50	MC	G	*	MC
RKP16	406011				G	:48	MC	G	:50	MC	G	*	MC
RKP17	406012				G	:32	MC	G	:31	MC	G	*	MC
RKP18	406017							G	2:50	MC	G	*	MC
RKP19	201008	G	1:31	MC									
RKP21	402006				G	3:10	OE	G	1:30	OE	G	*	OE
RSI01	205013	I	*	OE									
RSI04	204020	G	1:59	MC									
RSI06	205002	G	1:00	MC									
RSI11	205010				G	1:15	MC	G	1:14	MC	G	*	MC
RSI13	304006				G	2:00	MC	G	2:00	MC	G	*	MC
RSI16	304003							G	1:02	MC	G	*	MC
RSI17	304005	G	2:26	MC	G	1:54	MC	G	1:55	MC	G	*	MC
RSI18	201001							G	2:21	MC	G	*	MC
RSI20	405012				G	1:35	MC	G	1:28	MC	G	*	MC
RSI21	203022				G	1:00	MC	G	1:01	MC	G	*	MC
RSI23	203029				G	1:00	MC	G	1:00	MC	G	*	MC
RSI25	205012				G	1:31	MC	G	1:28	MC	G	*	MC
RSI26	203025				G	1:28	MC	G	1:29	MC	G	*	MC
RSI28	302012	I	*	OE	I	*	OE	I	*	OE	I	*	OE

Table 4: page 5

Release Number	NAEP Number	9-year-olds			13-year-olds			17-year-olds			Adults		
		Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring	Admin.	Time	Scoring
RSI31	302019				I	*	OE	G	:59	OE	G	*	OE
RSI32	302014				G	6:45	OE	G	6:50	OE			
RSI33	302017				G	4:29	OE	G	4:04	OE	G	*	OE
RSO01	101012	I	*	OE									
RSO03	101022	I	*	OE	I	*	OE						
RSO05	101021	I	*	OE	G	1:13	OE	G	1:13	OE	G	*	OE
RSO06	101020				I	*	OE	I	*	OE	I	*	OE
RSO07	101002				I	*	OE	I	*	OE	I	*	OE
RSO08	203002	G	2:26	MC									
RSO09	203030	G	1:31	MC									
RSO11	203016	G	:59	MC									
RSO13	203040	I	*	OE									
RSO14	203038	G	1:47	MC	G	1:44	MC						
RSO17	204009				G	:57	MC	G	:55	MC	G	*	MC
RSO18	102001				I	*	OE	I	*	OE	I	*	OE
RSO19	203036	I	*	OE									
RSO20	203005				G	:48	OE						
RSO21	203006				G	2:04	MC						
RSO22	203003				G	1:47	OE	G	1:45	OE	G	*	OE

FOREWORD

When the United States Office of Education was founded in 1867, one charge set before its commissioner was to determine the nation's progress in education. Only recently has that century-old charge been addressed in a systematic way. The work is being done by the National Assessment of Educational Progress (NAEP).

Each year since 1969 NAEP has gathered census-like information about levels of educational achievement across the country and reported its findings to the nation. During the first five years of its endeavors, National Assessment has interviewed and tested more than 400,000 representative young Americans. Baseline data on the achievement levels of young Americans in eight learning areas -- science, social studies, music, literature, reading, writing, mathematics and citizenship -- have been collected and reported.

Each assessment is the product of several years work by a great many educators, scholars and lay persons from all over the country. Initially, these people design objectives for each area, proposing general goals that they feel Americans should be achieving in the course of their education. These goals are reviewed by more people and then passed along to test developers, whose task it is to create measurement tools appropriate to the objectives.

When the exercises, prepared by the developers, have passed extensive reviews by subject-matter specialists and measurement experts, they are administered to probability samples of various populations. The people who compose those samples are chosen in such a way that the results of their assessment can be generalized to the national population. That is, on the basis of the performance of about 2,500 9-year-olds on a given exercise, we can generalize about the probable performance of all 9-year-olds in the nation. Approximately 100,000 persons participate annually.

After assessment data have been collected, scored and analyzed, National Assessment publishes reports to present the results as accurately as possible. Not all exercise results are released for publication. Because National Assessment will administer some of the same exercises again in the future to determine whether the performance level of Americans has improved or declined, it is essential that they be kept secure in order to preserve the integrity of the study. Approximately one-half of the social studies exercises were retained for use in the second assessment of social studies and, therefore, are not included.

For exercises that have been released, the following are provided: a copy of the exercise, complete documentation about administration and scoring procedures and the national percentage results. Researchers who need detailed information about the exercises and state and local educators who want to use NAEP exercises in their own assessment programs will find this documentation useful.

A general summary of the social studies results can be found in *The First Social Studies Assessment: An Overview, Report 03-SS-00*. There are also two reports based on subsets of the social studies exercises. The first, *Political Knowledge and Attitudes, Report 03-SS-01*, deals with elections, the constitution, attitudes toward American society and knowledge of the role and function of government. The second, *Contemporary Social Issues, Report 03-CS-02*, presents various kinds of information about the perceptions people have of contemporary society. National Assessment also publishes a general information yearbook that describes all major aspects of the assessment process. The reader who desires more detailed information about how National Assessment defines reporting groups, designs the sample, prepares and scores the exercises and analyzes and reports the results should consult the *General Information Yearbook, Report 03/04-GIY.* All of these reports are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

INTRODUCTION

In the 1971-72 assessment of social studies, 9-year-olds, 13-year-olds, 17-year-olds and young adults aged 26-35 -- age levels that correspond to the end of primary, intermediate, secondary and postsecondary education -- were asked a variety of questions designed to measure achievement of five broad educational objectives in social studies. These objectives are (1) that Americans should have curiosity about human affairs; (2) that they should use analytic-scientific procedures effectively; (3) that they should be sensitive to creative-intuitive methods of explaining the human condition; (4) that they should have knowledge relevant to the major ideas and concerns of social scientists; and (5) that they should have a reasoned commitment to the values that sustain a free society.

For presentation in this volume and other National Assessment of Educational Progress (NAEP) reports, the social studies exercises have been divided into three broad areas -- skills, knowledges and attitudes. Within these areas the exercises have been further classified into a number of subthemes for purposes of analysis.

Several types of information, including cross reference to objectives and theme classification, are produced on each exercise documentation page, as illustrated on the following pages.

SAMPLE DOCUMENTATION PAGE

I. Exercise Identification Systems

Release #: RKP08

RKP08: The first letter in the identifier indicates that the exercise is released (R) or unreleased (U).

RKP08: The second letter indicates the area within which the exercise is classified. This will always be skills (S), knowledges (K) or attitudes (A).

RKP08: The third letter indicates the topic -- in this case "political science."

RKP08: The next two digits indicate the exercise placement within a topic.

RKP08A: Sometimes the last two digits are followed by a letter -- A through F. These letters indicate the exercise was one part of a multipart exercise.

In this volume exercises are ordered by release number, and therefore, by theme and topic.

NAEP #: 406035-2,3,4

406035-2,3,4: The first number indicates the objective.

406035-2,3,4: The third number indicates the subobjective. Number 1=A, 2=B, 3=C, etc.

406035-2,3,4: These next two digits are simply a sequence number.

406035-2,3,4: The numbers following the dash indicate the age levels that responded to the exercise. One for 9-year-olds, 2 for 13-year-olds, 3 for 17-year-olds and 4 for adults.

II. Theme and Subtheme

Theme: Knowledge.

Subtheme: Political science.

Each exercise is classified into a theme and subtheme. If exercises were felt to belong in more than one theme, the other areas into which they are classified are also listed.

III. Objective and Subobjective

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.

Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Each exercise was written to measure one of the social studies objectives. A booklet describing the objectives and their development is available from the U.S. Superintendent of Documents or National Assessment.

IV. Administration and Scoring Descriptors

Exercise Type: Multiple Choice

The social studies exercises are either multiple choice, short answer or longer answer. A short-answer exercise requires the student to fill in anything from one or two words up to several sentences. A longer-answer exercise requires a paragraph or more. Most of the social studies exercises are multiple choice or short answer.

Scoring Type: Machine

The multiple-choice exercises are scored by machine, an optical scanner. The short-answer and longer-answer questions are scored by a staff of specially trained personnel. Three of the exercises were scored by special experts and are designated as professionally scored.

Administration Mode: Group

Many exercises were administered to groups of twelve respondents. Those exercises designated as individual were administered on a one-to-one basis in an interview. Most of the short-answer and longer-answer exercises were administered individually at age 9.

V. Stimulus Type

Stimulus Type: Text

All group-administered exercises are given with a printed stimulus and a paced tape. For those exercises without special stimulus material, the stimulus type is designated as "text." If the exercise involved a song, poem or picture, that information is also documented. In these cases, the necessary copyright information is also provided.

VI. Packaging Information and National P-Values

Overlap:	13	17	Adult
Package-Exercise:	05-12	02-14	03-15
National P-Value:			
RKP08A	71.34	83.75	79.11
RKP08B	71.68	89.82	95.02
RKP08C	73.43	89.37	91.47
RKP08D	77.05	91.45	91.79

All four age levels were not asked to respond to all the exercises. In some cases, an exercise was administered to only one age level, for example, to 9-year-olds. Others were administered to two or more adjacent age levels and are called overlap exercises. The "Overlap" descriptor tells in which ages the exercise was administered. The "Package-Exercise" descriptor shows how the exercises were grouped into booklets or packages for each administration. In-school respondents (9-year-olds, 13-year-olds and 89% of the 17-year-olds) took only one package of exercises. Out-of-school respondents (11% of the 17-year-olds and all of the young adults) were allowed to take up to four packages.

The national p-value is the percentage of individuals at that age level who could answer the question correctly or could answer the question at a level that subject-matter specialists felt indicated achievement of the objective which the exercise was designed to measure. For multiple-choice exercises, the acceptable answer is darkened on the copy of the exercise. For open-ended exercises the designated level of acceptable response is noted on the scoring guide. By looking at the previous table, we can see that 73% of the 13-year-olds, 89% of the 17-year-olds and 91% of the adults responded to Part C of the exercise correctly.

VII. Administration Times

Timing: (in seconds)

	Introduction:	34	34	34
RKP08A	Stimulus:	14	14	12
RKP08A	Response:	18	17	*
RKP08A	Total:	37	36	*
RKP08B	Stimulus:	12	13	11
RKP08B	Response:	17	18	*
RKP08B	Total:	34	29	*
RKP08C	Stimulus:	12	13	11
RKP08C	Response:	17	16	*
RKP08C	Total:	34	34	*
RKP08D	Stimulus:	12	12	11
RKP08D	Response:	16	17	*
RKP08D	Total:	36	38	*
	Exercise Total:	175	171	*

*Time not limited by paced tape.

Those researchers planning to reassess the National Assessment exercises will need to know their exact administration times. The tape recordings used in each group administration were timed in order to arrive at the figures presented in this report. The stimulus time is the time required to read on the tape the entire exercise or exercise part including the alternative responses. The stimulus time also includes the time for other supporting stimulus material such as songs or poems. The response time is the period of silence allowed on tape for respondents to record their answers. The total is the total elapsed time required to administer an exercise. The total time is almost always greater than the sum of the stimulus and response times. After the response time, in multiple-choice parts of exercises, there is a five-second interval during which respondents are told, "If you do not know the answer, please fill in the oval beside 'I don't know.'" After that, there is a six-second pause before the announcer goes on to the next exercise. Since individually administered exercises are read by administrators to respondents, they do not have paced tape recordings and therefore do not have timing information.

SAMPLE EXERCISE PAGE

Each exercise is presented exactly as it appeared to the respondents. Each exercise was on a separate page in a package. Individually administered exercises are presented as they appear to the exercise administrator. An example of an individually administered exercise is presented below.

Suppose there are two men running for mayor in your town. One candidate thinks a large area of land in your community should be made into a public park, and the other candidate thinks the land should be used for industry.

A. Tell me two things you could do to find out why each candidate thinks as he does.

(1) ______________________________

____

____

(2) ______________________________

____

____

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to B.

If respondent pauses after first response ask, "Is there anything else you could do?"

Stop after 2 responses OR when respondent answers "No" OR no response is given in 10 seconds.)

(Go to B)

SAMPLE SCORING GUIDE

The scoring guide for the exercise dealing with finding out about two men running for mayor follows. For this guide and all others those categories which start with a one (tens and one-hundreds -- 10-15 on the sample guide) are considered acceptable responses and those categories in the twenties and two-hundreds (28-29 on the sample guide) are not considered acceptable.

After each category heading a few representative sample responses are listed and the ages at which they occurred are specified. "All ages" means the type of responses in the category did not differ significantly across ages.

To achieve an acceptable level of performance for this exercise, respondents had to tell two things that were classified in categories 10-15.

SCORING GUIDE: PART A

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = QUESTIONS CANDIDATE (ACTIVE)

All ages	Interview them. Talk to them and let them tell you what they think. Find out what they like. Ask him why he wanted a public park. Get a group together and try to communicate with him. I could try to make an appointment with them. Write a letter and ask for a reply. Call and ask their opinion about things.

11 = RESEARCHES CANDIDATES' BACKGROUNDS OR ATTITUDES

Age 13	Talk to someone real close to them, a running mate or someone.
Age 17	Look into their past. Go check on his records. Go down to the administration and find out about him. Ask someone who's in office with him. By looking up their background history. Find out where the candidate lives to see if perhaps this might influence his decision.
Adults	Talk to other people in the neighborhood he lives in to find what he's really going after. Find out if either of them has any financial interest or stands to profit. Who is backing each campaign.

12 = RESEARCHES USE OF LAND OR NEEDS OF COMMUNITY THAT MIGHT INDICATE CANDIDATES' THINKING

Age 13	Check the land to see which purpose would be better. See how many industries there are and if there's too much smog, and ask the people to see if kids need the park or get industry to progress ahead.

Categories and sample responses are listed below.

12 = RESEARCHES USE OF LAND OR NEEDS OF COMMUNITY THAT MIGHT INDICATE CANDIDATES' THINKING

Age 17	Find out what is most helpful either to keep kids off the street or industry.
	I guess find out what industry they were going to put on the land, if it was a needed industry for the community.
Adults	Check what it would mean to the community as a tax relief.

13 = ATTENDS MEETINGS, SPEECHES AND DEBATES (PASSIVE)

All ages	Listen to a speech or talk they gave.
	Listen to him speak on radio, TV or through the news media.
	You could go and hear them speak at campaign parties.
	Listen to his speeches and read his campaign literature.
	Attend campaign rallys and meetings.

14 = OBTAINS INFORMATION FROM MEDIA AND CAMPAIGN MATERIALS

All ages	Read their booklets and other literature.
	Contact his headquarters.
	Go to a newspaper where they've done research on both candidates and find out that way.
	Read the papers and on T.V. different editorials.
	Check at campaign headquarters.

15 = OTHER ACCEPTABLE RESPONSES

Age 13	Ask your friends for opinions.
	Look at the surroundings, see which I would want, see why they think by putting myself in their places.
Age 17	Go to the city hall and find out.
	Get different opinions from other people and see if they've talked to the candidates.
Adults	No samples given.

Categories and sample responses are listed below.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 13	The one who wants the park is a good idea. This will give them some place to go and keep them off the streets. I'm against this because the industry would make air pollution. One man wants to make a good impression on kids. Go to the Almanac and look it up.
Age 17	They don't need no park. Well, I would say, the one making for the the park, he trying to build this nation and he making the park to keep kids out of trouble.
Adults	How were they raised--one would think play more important, the other income more important.

29 = I DON'T KNOW

Acceptable: Named two things in categories 10 - 15.

In school would you be willing to help decide the following things?

B. Would you be willing to help decide what your social studies report should be about?

● Yes
○ No

○ I don't know.

D. Would you be willing to help decide which children you should work with to do a project?

● Yes
○ No

○ I don't know.

E. Would you be willing to help decide whether you need some extra help in a subject?

● Yes
○ No

○ I don't know.

SO6017-1
RAB01

Release #: UAB01
RAB01

NAEP #: 506017-1

Theme: ATTITUDES.
Subtheme: Belief in the worth of the individual.

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY.
Subobjective: F. Are willing to participate in decision making relevant to their lives.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap: 9
Package-Exercise: 01-22
National P-value:

UAB01A	86.96
RAB01B	72.67
UAB01C	77.57
RAB01D	78.04
RAB01E	80.76

Timing: (in seconds)

	Introduction:	7
UAB01A	Stimulus:	9
UAB01A	Response:	16
UAB01A	Total:	33
RAB01B	Stimulus:	9
RAB01B	Response:	16
RAB01B	Total:	29
UAB01C	Stimulus:	8
UAB01C	Response:	16
UAB01C	Total:	34
RAB01D	Stimulus:	9
RAB01D	Response:	16
RAB01D	Total:	27
RAB01E	Stimulus:	9
RAB01E	Response:	16
RAB01E	Total:	33
	Exercise Total:	163

A. Do you think that teenage students should help decide what courses will be offered in their school system?

○ Yes

○ No

○ Undecided

B. Please give a reason for any answer you selected.

SD6013-234

RAB02

⓪	⓪		⓪	⓪
①	①		①	①
②	②		②	②
③	③			③
④	④			④
	⑤			⑤
	⑥			⑥
	⑦			⑦
	⑧			⑧
				⑨

STOP DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

37

Release #: RAB02

NAEP #: 506013-234

Theme: ATTITUDES.
Subtheme: Belief in the worth of the individual.

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY.
Subobjective: F. Are willing to participate in decision making relevant to their lives.
Subobjective: E. Are willing to act for the general interest.

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	05-21	02-18	08-11
National P-value:			
RAB02-02	64.01	85.37	60.35
Timing: (in seconds)			
RAB02 Part A Stimulus:	12	13	13
RAB02 Response:	16	16	*
RAB02 Total:	28	29	*
RAB02 Part B Stimulus:	5	4	3
RAB02 Response:	87	86	*
RAB02 Total:	92	90	*
RAB02 Exercise Total:	120	119	*

*Time not limited by paced tape.

RAB02
PART B
506013-234

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = COURSES ARE FOR STUDENTS; STUDENTS KNOW WHAT PEOPLE THEIR AGE WANT OR ENJOY AND SHOULD HAVE THE RIGHT TO HELP

Age 13	I think that people or teenagers should be able to make their own decisions. They should be told what they are good at and told whats available but not pushed into something they might not want. Because they are the ones who are coming to study the courses and should have a choice in what they want to study.
Age 17	We're the ones taking the courses not the administration. You can't successfully force a person to take something that he doesn't want to. Students are much closer to goings-on than others and since they are in a position and are the ones who should benefit, their opinion or suggestions should be considered carefully.
Adults	Yes, because each person has a subject he or she would like to follow. Because they know what they would like to study.

11 = MOTIVATES STUDENT MORE--MAKES CLASSES MORE ENJOYABLE

Age 13	Yes, because they may be bored with what the teachers picked to teach them. Then the students will want to come and they will learn more.
Age 17	If you help decide what courses you want, you can participate in them better, because you are interested in them. They are the classes you wanted, not somebody else's. Because a lot more students would stay in school and nobody wants to take something they don't like and far better grades.
Adults	It might help to keep more of them in school. To cultivate interest in the school system and schooling in general. I think this would encourage more interest in school and would teach teenagers what they want to know.

Categories and sample responses are listed below.

12 = IT IS A LEARNING EXPERIENCE IN TAKING RESPONSIBILITY--DECISION MAKING

Age 13	Because they should learn to make their own decisions and know what they're taking up in their school system.
	It would give them or help give them a sense of responsibility.
Age 17	If the teenager will ever have an open mind to be able to make decisions, he will have to start early.
Adults	Helping to decide will lend inspiration and substance to the students learning processes. This privilege encourages a sense of responsibility inherent in a decision making process.

13 = BETTER STUDENT-TEACHER RELATIONSHIP

Age 13	If they do it this way the teachers and the students are more apt to get along.
Age 17	I think they should so the teachers can find out what the students want to know about and help them to learn about it.
Adults	I believe at times if they had more to say in school they would get along better with the teachers.
	Teachers and teenagers should work together. It would help bring students and teachers closer together.

14 = KNOWLEDGE OF OR CONCERN ABOUT THE FUTURE

Age 13	They know what they want to be, and what they want to do for their later years in life. Not the school or the school system.
	Because its up to the students to decide what they want to learn, because they might use what they have learned in the future.
Age 17	Because I feel it is the teenagers right to pick the courses he wants. It is his future he should have his say.
	The majority of the kids should know what they need to learn in school and what will help them when they get out of school.
	It is their life and they choose what they want to do after they are out of school so they should be able to choose the courses they need or think that will help them.
Adults	By high school age a person should be able to know his own mind in choosing a vocation and courses to help reach that vocation.

Categories and sample responses are listed below.

15 = IMPROVEMENT OF CURRICULUM--BETTER EDUCATION

Age 13 Chances are it would come out the best of the courses.
Because there might be good suggestions for the courses that would be offered in the school system.
Because it would help the kids to have a better education through the years to come.

Age 17 Because what is good to take in school at one period of time may not be as good in a more modern time. Since the times change, our curriculum should also change.
If a student could help in selecting the course he would be able to receive a more rounded education.

Adults No samples given.

16 = OTHER ACCEPTABLE RESPONSES

No samples given.

20 = ANY REASON GIVEN WHEN STUDENT MARKS "NO" TO PART A, EXCEPT I DON'T KNOW

Age 13 Because the school should be the one to decide.
Because if they decide the courses it will be made of all the subjects they like and they will not learn what they don't like which they have to learn to get a good job.
Because there will be too much confusion.
Because if you let them pick they'd pick the easy subjects and would not be learning much.
Because they came to school to learn not to show the teacher or the principal how to run the school.

Age 17 Because if they did, there probably wouldn't be any academic classes. All the courses would be like Home Ec., gym, and classes which don't do any good to enter college.
I think the teachers should since they're more experienced and would probably know what students would need for the future.

Adults Because they have not lived as a worker or participating member of society and the community and are therefore not qualified to know what knowledge would benefit them in these roles.
Because they are too young to know what is best for them.
I think they should be given the courses they need, not what they want.
A more beneficial decision would come after adulthood.

Categories and sample responses are listed below.

21 = YES, BUT GIVES UNFAVORABLE CRITICISM OF EXISTING SYSTEM

Age 13	Because some teachers are too strict and that is why I can't stand school.
	The students have been held in check as to choosing classes. We need more scholastic freedom.
Age 17	The school always gives a student more classes than he needs.
Adults	No samples given.

22 = UNDECIDED TO PART A WITH NEGATIVE RESPONSE (REASON) IN PART B

Age 13	I really can't say because a lot of kids have no enthusiasm about school and they'll probably say "I don't want any subjects."
	I really have no idea. Teenagers are kind of hard to work with. They would probably have some crazy ideas for the school.
Age 17	Students might pick courses that might not help them after they get out of school.
Adults	Only if they know what course will be taken by them in their careers after school is over. Otherwise, the course should be whatever will be best in any course they decide to take in life.

28 = VAGUE, NONSENSICAL AND OTHER UNACCEPTABLE RESPONSES

Age 13	Because it's better that way.
	So that they could learn.
	I have no ideas about the courses needed.
	Because they don't like music or art or something and they don't have to take music or art.
Age 17	Yes, for languages like german or special course. Technical courses.
	Students help decide the optional courses, but the main courses; english, history, math, should be automatic.
Adults	The word "help" is the key. Although their suggestions should be heard and their interests recognized teen-agers are not well equipped enough in terms of maturity, sophistication, or judgement to competently determine their own curricula.
	There are good and bad points to be considered.
	Yes, so they can understand the books and what they mean.

29 = I DON'T KNOW

A. Do you think the people who live in a neighborhood should be allowed to decide who can and cannot live in their neighborhood?

○ Yes

○ No

○ Undecided

B. Please explain any answer you selected.

____

____

____

____

____

____

____

502014-34

RAB04

○0	○0	○0	○0
○1	○1	○1	○1
○2	○2	○2	○2
○3	○3		○3
○4	○4		○4
	○5		○5
	○6		○6
	○7		○7
	○8		○8
			○9

STOP DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

Release #: RAB04

NAEP #: 502014-34

Theme: ATTITUDES.
Subtheme: Belief in the worth of the individual.

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY.
Subobjective: B. Believe in the freedoms of the First Amendment and can justify their belief.
Subobjective: A. Believe in the fundamental worth of the individual and can justify their belief.

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Text

Overlap:	17	Adult
Package-Exercise:	07-19	05-21
National P-value:		
RAB04-04	79.83	62.80

Timing: (in seconds)			
RAB04	Part A Stimulus:	14	14
RAB04	Response:	16	*
RAB04	Total:	30	*
RAB04	Part B Stimulus:	2	3
RAB04	Response:	88	*
RAB04	Total:	90	*
RAB04	Exercise Total:	120	*

*Time not limited by paced tape.

RAB04
PART B
502014-34

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = RIGHT OR PRIVILEGE OF THE INDIVIDUAL TO LIVE WHERE HE CHOOSES

Age 17	Because nobody in the United States owns a neighborhood and cannot tell nobody where to stay.
	Because people should have the freedom to choose any where they want to live.
	This is supposed to be a free country!
Adults	A person should be able to live anywhere he can afford.
	Equal rights bill.
	People in our country are free to decide where they want to live no matter where. People in a neighborhood have no right to decide who will be their neighbors because of our democratic way of living--everyone has their say--even as to where to live.

11 = DISCRIMINATION IS WRONG; BAD EFFECTS OF DISCRIMINATION

Age 17	No, because the people would have only the people of there class in the neighborhood.
	There is overpopulation now. Not enough places for people to live. It isn't fair to discriminate, because of race creed or color.
Adults	I don't believe in segregation of any form.
	Because if they do many people would be without home and have no where to live.

12 = NEIGHBORS SHOULD NOT BE ALLOWED TO CHOOSE (RESTATEMENT OF STEM)
(NO SAMPLES GIVEN)

13 = OTHER ACCEPTABLE RESPONSES

Age 17	This is God's land; it was put here for all men.
	Because they don't own the town.
Adults	Anybody moving into a neighborhood all the neighbors should try to be friends with them.

Categories and sample responses are listed below.

20 = FEAR OF DEPRECIATION OF PROPERTY

Age 17	Who wants a bad neighborhood. These people might cause problems in the neighborhood. Turn it into a dump.
Adults	Because when you have invested money in a home and you want to sell it, an undesirable living in the neighborhood could lessen the value of your home.

22 = SPECIAL CONDITIONS--NEIGHBORS SHOULD HAVE SOME SAY ABOUT RACE, RELIGION OR ETHNIC GROUP

Age 17	I don't believe in integration of especially Negro's and whites but I do feel that some whites should not be allow to live in certain neighborhoods.
Adults	Because there would be too much trouble if blacks and whites live together.

23 = SPECIAL CONDITIONS--NEIGHBORS SHOULD HAVE SOME SAY IN OTHER SPECIAL CASES

Age 17	Because it may be a person who sells dope and sell the neighbors children some.
Adults	People should be allowed to decide if public housing will be built in their neighborhood.

24 = REFERENCES TO ZONING ORDINANCES OR ABILITY TO PAY

Age 17	No samples given.
Adults	Ability to live in a certain neighborhood should be based only on whether one can afford to or has the desire to.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 17	Yes, because they're the ones who have to live around them. To keep unwanted people out of their neighborhood who might be a bad influence on the children in that neighborhood.
Adults	There are a lot of undesirable people that I wouldn't like to live by me. An individual reflects on his neighborhood and the neighborhood reflects on the individual.

29 = I DON'T KNOW

A. What is a game that you like to play with your friends?

(If respondent names a game, go to B. If respondent does not name a game after 10 seconds, go to next page.)

B. If you were playing this game and a new classmate wanted to play with you but said he did not know how to play, what would you do?

(Stop if no response is given in 10 seconds.)

103002-1

RABDS

		A	B	
(0)	(0)	(0)	(0)	(0)
(1)	(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)	(2)
(3)	(3)			(3)
(4)	(4)			(4)
	(5)			(5)
	(6)			(6)
	(7)			(7)
	(8)			(8)
				(9)

Release #: RAB05

NAEP #: 103002-1

Theme: ATTITUDES.
Subtheme: Belief in the worth of the individual.

Objective: I. HAVE CURIOSITY ABOUT HUMAN AFFAIRS.
Subobjective: C. Try to understand why other people think and act as they do.

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal

Overlap: 9
Package-Exercise: 06-05
National P-value:
RAB05-02 98.26

Timing: No paced tape was used in this individually administered exercise.

SCORING GUIDE: PART B

Categories and sample responses are listed below.

NOTE: Part A was not scored separately. Responses to Part A were used as an aid in scoring Part B. The most common outdoor games named were hide and seek, tag, baseball, and football. The most common box game was Monopoly.

00 = NO RESPONSE

10 = TEACH HIM

Teach him how.
Tell him the rules and let him play.
Tell him what to do and be his friend.
Tell her how to play. Tell her there are these rules we got out of the books. Someone holds each end of the rope and someone jumps and if they miss then one of the people holding the end gets to go in the middle and jump.

11 = TELL HIM TO WATCH A WHILE (STATES OR INFERS LATER PLAY)

First you wouldn't let him play - you'd show him how and maybe he could catch on.

12 = PLAY A DIFFERENT GAME

Put toys up (guns) and play something else.

14 = OTHER ACCEPTABLE RESPONSES

Tell him he might get hurt.

20 = WOULD NOT LET HIM PLAY FOR REASONS OTHER THAN SAFETY

I wouldn't let him play.
If the game had already started or if it were ready to start, I wouldn't have time to teach him.

23 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

I'd explain to him how to play (hide and go seek) and if he doesn't understand I'd kick him out of the yard. First he'd sit out and watch and if he still didn't get it, he couldn't play.

29 = I DON'T KNOW

Suppose during recess Bill's class usually takes the only place to play ball. Other children complain to Bill's class about this. What do you think Bill or his class should do?

(Stop when respondent answers "Nothing" OR no response is given in 10 seconds.)

505011-1

RA807

○0	○0	○0	○0
○1	○1	○1	○1
○2	○2	○2	○2
○3	○3		○3
○4	○4		○4
	○5		○5
	○6		○6
	○7		○7
	○8		○8
			○9

Release #: RAB07

NAEP #: 505011-1

Theme: ATTITUDES.
Subtheme: Belief in the worth of the individual.

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY.
Subobjective: E. Are willing to act for the general interest.

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal

Overlap: 9
Package-Exercise: 05-13
National P-value:
RAB07-01 71.77

Timing: No paced tape was used in this individually administered exercise.

RAB07
505011-1

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = SHARE THE FIELD - EITHER BY PLAYING TOGETHER OR TAKING TURNS

Take turns using it or let them play with them.
Play ball together in the playground.
They should take turns. They could decide by weeks. One week one class would play. The next week another class and so on. They should switch.
They should move over so they could have separate parts so one team could play here and another play there.
Let them have a turn sometimes.
Take up less of the yard.
They should let the other kids play there too. They should share their ball.
Ask the recreational department to find another place to play ball.

12 = OTHERS MAKE DECISION OR SOLVE PROBLEM

Mention it to the principal.
Ask if he can play someplace else or get another place.
Bill should say, "Go tell somebody that this is the only place to play." The school should make a play-ground for the kids.
If its a little place maybe the school could buy more land. If its a big place, Bill could share it or the teacher could take them to a park.

13 = OTHER ACCEPTABLE RESPONSES

Try to get a bigger field.
Talk it over with the other class.

20 = NO ACTION OR SELFISH ACTION

Keep on playing ball on it, they are the ones that got there first.
Stay where they're at.
Ignore them and just go on and play ball. Tell the teacher that they are messing up the ball game or they could switch off guys and let other people play, too.
Tell them to get out.
Bill has the right to play because he got there first.

Categories and sample responses are listed below.

21 = SPECIFIC STATEMENTS THAT BILL'S CLASS SHOULD COMPLETELY STOP USING THE FIELD

Stay inside during recess.
Don't play.
Study.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Play in the yard.
Go to a different spot and the kids won't bug them.
Stop playing there and go somewhere else and find a better place.
Is Bill a teacher? If he's a boy, they should go away and if they don't then they should go into the room and write 100 times "I will go with Bill".

29 = I DON'T KNOW

Suppose a classmate of yours, who has been in this country a short time, is having difficulty making friends and keeping up with his school work because he knows very few words of English. What would you do?

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.

If respondent gives a vague statement such as:
"I would help him with his school work."
"I would help him speak English."
"I would make friends with him."
ask respondent to be more specific about HOW he would help the new classmate.

Stop if no response is given in 10 seconds.)

527002-123

RA808

Release #: RAB08

NAEP #: 527002-123

Theme: ATTITUDES.
Subtheme: Belief in the worth of the individual.

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY.
Subobjective: A. Believe in the fundamental worth of the individual and can justify their belief.
Subobjective: E. Are willing to act for the general interest.

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal

Overlap:	9	13	17
Package-Exercise:	07-01	10-01	11-01
National P-value:			
RAB08-01	79.62	92.09	88.08

Timing: No paced tape was used in this individually administered exercise.

RAB08
527002-123

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = HELP HIM TO LEARN ENGLISH OR HELP HIM WITH HIS HOMEWORK--SPECIFIC (Takes precedence over general response.)

Age 9 If he had trouble with English I would invite him over to my house and help him.
I would ask help from the teacher. I would make friends with him and try to teach him a little English.
Help him--put words on a paper to teach him.
Age 13 You could try to explain with your hands. You could teach him some simple words. You could explain math problems to him because you can write them on paper and explain them without much language.
Read the problems to him and explain them. Try to get other kids to help him and get in a group and make friends.
Age 17 Try to explain the best I could in his language what is going on. Try to find someone who speaks his language and have them get across to them.
I would try to teach him with flash cards. I would try to be a friend.

11 = HELP HIM TO LEARN ENGLISH OR HELP HIM WITH HIS HOMEWORK--GENERAL

Age 9 I'd help him out. I'd teach him English and how to make friends.
I'd try to help him by teaching him how to write and read. Teach him math.
Age 13 Help him learn more English and I would learn more about him and about his language.
Age 17 Explain it to him.
Teach like a tudor would, teach English, teach the basics.
Explain the English alphabet and the words.
Try to help him with the language, and help him to understand what is going on around.

12 = INVOLVE HIM WITH ACTIVITIES AT SCHOOL OR AFTER SCHOOL--SPECIFIC (Takes precedence over general response.)

Age 9 I'd ask him to play with me at recess.
Age 13 Help him to learn more English. Have him over for parties so he can learn. Having him join in groups in school.
Age 17 No samples given.

Categories and sample responses are listed below.

13 = INVOLVE HIM IN ACTIVITIES AT SCHOOL OR AFTER SCHOOL--GENERAL

All ages	I think I would do things with them, so they could know the same people I know. To help them with their work, I think it would first take a little time on my part.

14 = ATTEMPT TO MAKE FRIENDS WITH HIM OR HELP HIM DEVELOP FRIENDSHIPS WITH OTHER CLASSMATES--SPECIFIC (Takes precedence over general response.)

Age 9	Be friends, play games, go to church, have him over to my house for lunch, go out on a date, have a sewing lesson.
	Help him out. I'd introduce him to some of my friends and help him with school work.
Age 13	I'd just talk to him and ask him where he lives and maybe go see him.
	Be friendly with him. Help him make friends. Don't pick on him.
	I'd probably just be his friend and try and help him get other friends and maybe teach him a little English.
	Invite him to my house and we would talk.
Age 17	I'd try to help him by getting him acquainted with the other classmates and tell them that he was having problems.
	I'd introduce him to a few of my friends and encourage him to keep trying.
	First of all, I'd try to introduce him to all of my friends. I'd probably go out and try to show him different things and try to help him out in sports and things like that. As far as school subjects are concerned, I'd help him as far as I could from what I know.

15 = ATTEMPT TO MAKE FRIENDS WITH HIM OR HELP HIM DEVELOP FRIENDSHIPS WITH OTHER CLASSMATES--GENERAL

Age 9	Try to make friends and help her with her studies.
Age 13	I'd help him make friends.
	Try and help him to make friends and teach him what we do around here.
Age 17	Help him according to how he wanted to be helped - make myself available to help him.
	Try to be a better friend to him and try to understand him better. Do more for him than I would an ordinary friend, because he needs lots of extra attention.

16 = OTHER ACCEPTABLE RESPONSES

All ages	Help him by telling the teacher what he said.

Categories and sample responses are listed below.

22 = RESPONDENT TELLS WHAT OTHERS COULD OR SHOULD DO WITHOUT GETTING PERSONALLY INVOLVED

Age 9	No samples given.
Age 13	I'd refer him to the English teacher, and maybe he could teach him English. He could go into reading class.
Age 17	I would suggest that he study harder for a while to improve his work. Ask him to try to do his best. Tell him to take English classes. Also, there should be a free tutor from the National Honor Society. I think he should find a friend he could rely on and who could help him. No matter what his nationality he is a person, he can make friends with someone.

23 = NEGATIVE ATTITUDE TOWARDS STUDENT WITH LIMITED KNOWLEDGE OF ENGLISH

Age 9	Tell her to go back to her country because she can't make friends in this country.
Age 13	No samples given.
Age 17	Avoid him.

24 = RESPONSE WHICH INDICATES RESPONDENT WOULD TAKE NO ACTION

Age 9	Not much you could do. I wouldn't do anything. I just try to keep up with my own.
Age 13	No samples given.
Age 17	Don't think there is much I could do because I'm a loner myself.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 9	I'd try to help. Ask him to help me with mine. Tell my mommie. I'd try to study real hard.
Age 13	Depends on the person. Well, if I like him, I'd probably make friends with him and teach him a few words so he would make his own friends.
Age 17	No samples given.

29 = I DON'T KNOW

Tell me three reasons why you think people who live in areas where there are poor housing and living conditions don't move into better neighborhoods.

(1) ____

____

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____

(2) ____

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(3) ____

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____

(If respondent answers "None" OR no response is given in 10 seconds, go to next page.

If respondent pauses after first response ask, "What other reasons can you think of?"

Stop after 3 responses OR when respondent answers "None" OR no response is given in 10 seconds.)

103001-234

RA809

		(1)			(2)			(3)		
0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2
3	3		3	3		3	3		3	3
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	6		6	6		6	6		6	6
	7		7	7		7	7		7	7
	8		8	8		8	8		8	8
			9	9		9	9		9	9

Release #: RAB09

NAEP #: 103001-234

Theme: ATTITUDES.
Subtheme: Belief in the worth of the individual.

Objective: I. HAVE CURIOSITY ABOUT HUMAN AFFAIRS.
Subobjective: C. Try to understand why other people think and act as they do.
Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: A. Identify and define problems and issues.

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal

Overlap:	13	17	Adult
Package-Exercise:	10-13	10-05	06-09
National P-value:			
RAB09-14	18.48	23.70	20.39

Timing: No paced tape was used in this individually administered exercise.

SCORING GUIDE

Categories and sample responses are listed below.

000 = NO RESPONSE

101 = LACK OF FUNDS

Age 13	No money.
	Because they don't have any money otherwise they wouldn't be living there.
	Can't afford it--unemployed.
	All the family money is used for food, clothing and where they live now.
Age 17	If they do move they have to pay more, people don't have the money.
	They haven't got the money.
	Because they are poor and they don't have a reliable source of getting the money needed to move.
	Not enough money because they don't have good jobs.
	They couldn't meet the standard of living in the wealthier neighborhood.
	They're trying to save their money for their children's education and there isn't enough money to do both--save and move.
Adults	Economic reasons.
	Low income.
	Since their educational level is low it tends to stifle them and they are unable to get a better job.
	Higher rent.

102 = LACK OF EMPLOYMENT (IN NEW PLACE)

Age 13	Can't find any jobs there.
	If they move they won't be able to find better jobs.
	May not get a job.
Age 17	Jobs not available.
	The job they have--maybe they couldn't get another job where they moved.
Adults	Maybe the area doesn't have the work for them.

103 = LACK OF EDUCATION

All ages	They are poorly educated.
	They can't get the education to better themselves.
	They may not have the education to get better jobs to get the money to get out.

Categories and sample responses are listed below.

104 = DISCRIMINATION

Age 13 They might be afraid people might laugh at them if they're poor and they move to a different city.
Other neighbors may not accept them.
Color of people. Maybe not be accepted into new neighborhood where they would like to move.
Because of race.
Some people are scared because where they would move, the people would look down on them and wouldn't think much of it.

Age 17 They might feel they wouldn't fit in.
Maybe they tried to move away but some landlords won't accept them because of their race.
They might not be accepted and people in the neighborhood might not let them buy the house.
If they'd be dark--perhaps the white community wouldn't accept them.
Real estate people wouldn't sell them houses in certain areas because property value will go down.
Because of their race or ethnic background. This may prevent them from moving into other neighborhoods.

Adults They may think their children would be shunned by "better" people.
Fear of prejudice.
Possibly the better neighborhoods wouldn't let them in--in some places.

105 = SECURITY--CLOSE TO FRIENDS, RELATIVES, JOB, SCHOOL

Age 13 Probably cause the kids that they have don't want to make friends again.
Most of their friends are living there.
They like the people living around them.
They are afraid of new people.
Might not want to change schools.

Age 17 Want to stay in their groups.
Feel more familiar with there own.
Most of their friends are in that area. Its more their type of people.
Relatives living in same area. Being brought up in this area.
They feel more secure in their own neighborhood.
Just don't want to move--friends, neighbors, etc.

Adults Good neighbors--I like the people there. They are mixed blacks and white.
Family and friends in the same area.
Social--all the people they know are there, people they have ties with--probably relatives.

Categories and sample responses are listed below.

106 = ACCESSIBILITY TO JOB IN OLD NEIGHBORHOOD

All ages	Their jobs are right next to where they live.
	Might lose their job if they move.
	Its closer to where they work and they don't want to move.
	Their job might be located close to where they are living.
	If the job didn't pay well--it might also be near a poor neighborhood and the people might stay there because they were close to their jobs. Traveling would be expensive.

107 = LACK OF HOUSING IN NEW NEIGHBORHOOD

Age 13	The good areas are over populated and no room for more people.
	In the big cities there's not enough room to get out of the slums to go anywhere else--or sometimes they don't care.
	There might not be any more available space.
	There may not be enough rooms like if they have a lot of children.
Age 17	Can't find a better place to live.
	No place to move.
	No other urban areas where there are enough houses around.
	Lack of housing in an area.
Adults	Better housing is not always available to them.
	Lack of housing opportunities.

108 = OTHER ACCEPTABLE RESPONSES

Age 13	They may live by a store and if they move the store may be far away and they will have problems.
	Sometimes they are professional persons who want to live there to help out.
	Some people live in a fairly decent house, a little below average, and spend money on clothes and eating out, where if they moved out of there they probably couldn't do that.
Age 17	Some people who can afford it want to go there and help the less fortunate.
	Some people might be ashamed to move to a good neighborhood because of their furniture.
	During the earthquake, the new houses were destroyed more than the old houses, they're better built.
Adults	No samples given.

Categories and sample responses are listed below.

251 = NEGATIVE OR STEREOTYPED ATTITUDES ABOUT PEOPLE IN SLUM AREAS

Age 13	Some family's husband use their checks on things like beer and alchohol.
	They want everybody to feel sorry for them.
	Don't work to get money to move.
	Some are too lazy and don't like to move out.
	They don't want to move, face reality.
	They like the way they live.
Age 17	Don't want to start over.
	Environment causes them to lose their ambition to move to better neighborhood.
	Some people just don't care.
	Most of them are too lazy to work.
	They'd just as soon the government help them out--unemployment checks.
	They wouldn't feel comfortable at a high standard of living.
Adults	Chances are if they did move into a better neighborhood, it wouldn't be better for too long of a time.
	Some of them just like drawing welfare.
	Scared they will have to pay for something.
	They think they will be taken off of welfare.

252 = OTHER UNACCEPTABLE RESPONSES

Age 13	More chance of being burglarized in wealthy areas.
	Real estate guys will trick him into paying more money for poor house.
Age 17	They would not know where to move or how to do it.
Adults	Local laws, such as residency laws, keep them from moving.

298 = VAGUE OR NONSENSICAL RESPONSES

Age 13	They don't have anything to move it in--like a truck.
	People who don't have good houses usually get sick and sometimes they stay sick for a long time.
	Put some big sticks up for them to hang their clothes.
Age 17	Social class (society).
	They wouldn't have the supplies to condition themselves.
Adults	Don't have fathers.
	Jobs.
	Environmental background.

299 = I DON'T KNOW

Acceptable: Named three reasons in categories 101-108.

(Before reading this exercise, give respondent the supplementary package opened to page 15.)

A. If this picture were taken in a neighborhood other than your own, would you want something done about the way things look?

○ *Yes (Go to B)*
○ *No (Go to B)*
○ *I don't know. (Go to C)*
○ *No response (After 10 seconds, go to C)*

B. Please give a reason for your answer.

(After response OR if no response is given in TWENTY seconds, go to C.)

505009-234
RAB10

B	
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	○9

(Continued)

C. Tell me two ways of removing conditions of poverty such as those shown in the picture. Please be as specific as possible.

(1) ____

____

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____

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(2) ____

____

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____

____

(If respondent answers "None" OR no response is given in TWENTY seconds, go to next exercise.

If respondent pauses after first response ask, "Can you think of any other way?"

Stop after 2 responses OR when respondent answers "No" OR no response is given in TWENTY seconds.)

505009-234

RA810

		C					
		(1)			(2)		
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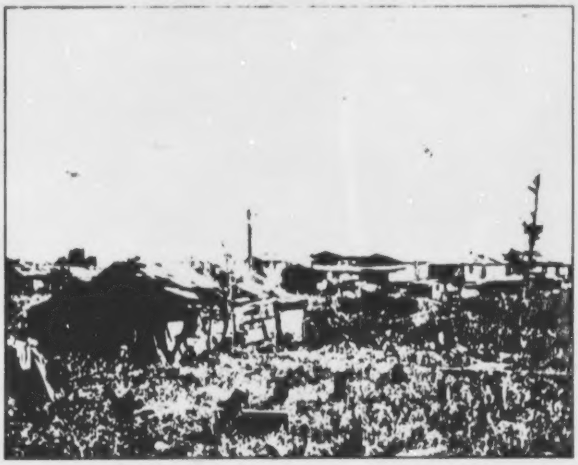

Release #: RAB10

NAEP #: 505009-234

Theme: ATTITUDES.
Subtheme: Belief in the worth of the individual.

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY.
Subobjective: E. Are willing to act for the general interest.

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal/Visual-Picture

Overlap:	13	17	Adult
Package-Exercise:	09-13	12-11	08-01
National P-value:			
RAB10-26	30.38	37.58	40.21

Timing: No paced tape was used in this individually administered exercise.

Copyright Information:

National Assessment Photograph by Richard Hulsart.

RAB10
PART B
505009-234

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = CIVIC DUTY

Age 13	No samples given.
Age 17	Because I think every body should get together and help the people in a place like this. Yes, because Americans are responsible for the welfare of others. Because the living standards are terrible and I feel that it would be my responsibility.
Adults	I believe it is the reponsibility of people to upgrade their community in any way possible.

11 = CONCERN FOR WELFARE OF PEOPLE LIVING THERE (PHYSICAL AND/OR PSYCHOLOGICAL)

Age 13	Because it isn't fair that those people should have to live like that. Changed--not very good for community cause people would get sick in those houses. Not right for people to live that way. Its slums, diseases are there. I think its a disgrace to have people living there. It's a breeding place for bacteria and kills people off. It isn't very pretty for the neighborhood either.
Age 17	To help people all we can. People shouldn't have to live in such run down conditions. People living there are poor and unhappy.
Adults	It's an eyesore. It's not something that I'd want to look at more than once. It's a waste of land. It's unsanitary to live in. If there were children there its no place for them or adults. It's a fire hazard and they could be killed there.

12 = NEED FOR NEW FACILITIES (PARK, HOMES, SCHOOL)

Age 13	To make better use of the empty space. To build better houses. The property could be made into something more useful like a park or even industries or a self-improvement place for kids who dropped out of school.
Age 17	No samples given.
Adults	This property should be bought and developed into a park.

Categories and sample responses are listed below.

13 = CONCERN FOR APPEARANCE OF THE COMMUNITY

Age 13	Because it doesn't give a very good picture of U.S. It brings down property values. It's not nice to see slums like this - it looks like a city dump.
Age 17	An area like this reflects the whole community. Because it is a mess. It shouldn't be that way. I don't like to see these kinds of towns. For the people in them and for the better progress of the community, it should be cleaned up to look more presentable.
Adults	It would down grade a community. I don't think a city needs to have areas like this around it. It makes the whole neighborhood look bad.

14 = OTHER ACCEPTABLE RESPONSES

Age 13	It looks like a slum area and the house needs fixing. I feel there's no need for slums or old ram-shacked houses.
Age 17	It's discriminating against the earth not to--the earth is supposed to be free and non-polluted and things like this make it look like a dump.
Adults	No samples given.

20 = ANY REASON WHEN STUDENT GIVES NO TO PART A

Age 13	It looks nice. Because it's not my neighborhood and why should I care?
Age 17	Wouldn't be any concern of mine.
Adults	No, I finally believe that why people live in the conditions they do is because they want to.

29 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 13	It's ruining our land--the whole United States. Clean up, new houses.
Age 17	Actually I wouldn't care unless it gave the city a bad name. If it were an isolated spot, I couldn't be too concerned about getting it cleaned up. Every town has it's eyesores.
Adults	No samples given.

29 = I DON'T KNOW

SCORING GUIDE: PART C

Categories and sample responses are listed below.

000 = NO RESPONSE

101 = INCREASED OPPORTUNITY FOR EMPLOYMENT

Age 13	Find jobs--or better jobs for those people. When people come in and ask for jobs and are refused because of prejudice or something they have to live here. Overpopulation, if better housing were built they would have a chance.
Age 17	Help people find jobs so they can help themselves. Help people who live there to get jobs and train them to make conditions better for themselves.
Adults	Public funds could be used to help individuals who are unemployed to work in this area and beautify it. Recipients of welfare might help in project giving feeling they are working for what they receive.

102 = ELIMINATION OF DISCRIMINATION

Age 13	No samples given.
Age 17	No samples given.
Adults	Try to eradicate some of our racial prejudice, which sometimes hurt minority races and religions.

104 = LEGAL PROTECTION

All ages	No samples given.

105 = IMPROVEMENT OF COMMUNITY SERVICES

Age 13	They could put in electricity and telephones. Have medical attention to the sick and to the old. Put in sewer systems and household appliances. A garbage man should come collect the trash. The houses are falling apart.
Age 17	Try to give them sanitation.
Adults	No samples given.

Categories and sample responses are listed below.

106 = PROVISIONS FOR QUALITY EDUCATION AND TRAINING

Age 13	Better opportunities to learn trades if they want to. Better schooling.
Age 17	Show people how to improve their family life, diets, etc. Teach the people and let them get good jobs. By setting up an organization for these people to help them understand why these conditions exist and help them do something about it.
Adults	Vocational training for minorities or the deprived. Show them better ways of utilization of their money.

107 = RECONSTRUCTION OR REPAIR OF HOUSING IN THE AREA

Age 13	Tear it all down and build it all new. Move people there out. Knock down these houses and build new ones. Move people back in. New housing project. They could be rebuilt or painted to make it better.
Age 17	Money should come from government--either state or federal for housing. Contributions by public to rebuild or remodel homes. If the city would spend more money fixing up the slum areas. The city should spend more money fixing up the slum areas.
Adults	Remove shacks and replace with low income housing. Tear all out and rebuild if the government would help.

108 = GOVERNMENT AID (ANY LEVEL)

Age 13	Having the government donate money. Give them welfare.
Age 17	Divide the state budget, reallocate tax funds to help some. Have acts passed by city or town to provide money and put it toward rehabilitation. Urban renewal.
Adults	Call someone in Government to come and see what programs are for neighborhood help.

109 = REORDERING OF NATIONAL PRIORITIES

Age 13	The government should spend money on poor people rather than on space stuff.
Age 17	Take more money from the defense budget and use it to clear up poverty. Put more money to help poor people and less on war.
Adults	Stop sending money to foreign countries and take care of our own first.

Categories and sample responses are listed below.

113 = TEAR DOWN HOUSES AND BEAUTIFY (MUST MENTION BOTH)

Age 13	Take the houses apart, put it on a truck and take it away. Clean up the stumps.
Age 17	Move that old house or building and clean it off there.
Adults	No samples given.

115 = OTHER ACCEPTABLE RESPONSES

Age 13	Try and place the family in good housing developments. Help support them. Take a collection to build apartments for those people.
Age 17	If small groups in each community organized to clean up things like this--gave money and themselves to helping.
Adults	Get a newspaper reporter to draw attention to the condition so that people will want to do something about it.

251 = CHANGES THAT DO NOT ASSURE THAT CONDITIONS OF POVERTY WILL BE REMOVED

Age 13	They should tear down the building and maybe recycle the wood. Pass a law that places couldn't look that way.
Age 17	Eliminating welfare. Welfare is what puts people in situations like this. Getting the people together and form committees to do it.
Adults	Get the people that live there together and talk on it.

252 = CHANGES WHICH REFLECT A LACK OF CONCERN FOR PEOPLE IN POVERTY AREAS

Age 13	Could be run out or go somewhere else. The people should remove the poverty themselves.
Age 17	By giving them so much money to fix things up and if they don't get it fixed, put them in jail. If other people live in shacks, there should be no reason why they shouldn't. They could condemn it and make the people move out and tear the houses down.
Adults	No samples given.

Categories and sample responses are listed below.

253 = THERE IS NOTHING THAT WE CAN DO

Age 13	There's nothing that could be done because if they moved the houses, the people would be homeless and they couldn't afford any better houses anyway.
Age 17	It's hard to say what social conditions are behind it. If it were simple to solve, it would have been done a long time ago. I probably wouldn't do anything.
Adults	No samples given.

254 = MAJOR PHYSICAL CHANGES

All ages	Tear down the houses.
	Break down the old buildings.
	Burn them.
	Have it all removed.

255 = BEAUTIFICATION CHANGES

Age 13	Remove all the trash.
Age 17	Clear out the ground, remove stumps.
	Have a clean up campaign.
	Cut the weeds.
	Community funds collected to enhance the beauty of the community.
	You can fix the grass.
Adults	Call city to have them clean it up.

298 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 13	Bull-dozer.
	Talk to police about what they're going to do about it.
	Having more money.
Age 17	Work as individuals.
	Volunteers could do it.
Adults	Get the people living there to have pride in their home.
	Not have the houses as close together.

299 = I DON'T KNOW

Suppose a friend from India comes to your house for dinner. Your mother is making hamburgers for dinner. While you are playing, your friend tells you he does not eat meat. His religion will not let him eat meat. What should you do?

(Stop when respondent answers "Nothing" OR no response is given in 10 seconds.)

501007-1

RAB11

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2	2		2	2
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	6			6
	7			7
	8			8
				9

Release #: RAB11

NAEP #: 501007-1

Theme: ATTITUDES.
Subtheme: Belief in the worth of the individual.

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY.
Subobjective: A. Believe in the fundamental worth of the individual and can justify their belief.
Subobjective: F. Are willing to participate in decision making relevant to their lives.

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal

Overlap: 9
Package-Exercise: 05-01
National P-value:
RAB11-01 87.15

Timing: No paced tape was used in this individually administered exercise.

RAB11
501007-1

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = INITIATES ACTION WHICH SHOWS CONCERN

Tell my mother to cook something else.
If possible, you should feed him something else.
Feed him the rest of the stuff instead of hamburgers.

12 = SHOWS INTEREST AND POSSIBLY CONCERN

Ask him why his religion won't let him?
Ask him how come he don't eat meat? Then tell my mother.
I think I'd ask her how come she don't eat hamburger.

13 = OTHER ACCEPTABLE RESPONSES

Not eat meat either.
Don't give him meat.
He would't have to take any of the meat.

20 = SHOWS DISRESPECT

Tell him that meat is good for you. It makes you healthy.
Tell him to go home.
I'd pretend I didn't hear him.
Well - tell him that's the only thing we're going to have and my mom, she won't fix nothing else.
I'd tell him - "You're not in India, so you can eat it here." If he can't eat, he can starve if he wants.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Nothing.
Go out and play.
Forget about eating.
Let him have some meat and if he ask for it give it to him.
I don't like hamburger either. I'd get some solomi to eat.

29 = I DON'T KNOW

A. Suppose one of your friends disagrees with the rest of the group about something.

Do you think he should change his mind when he sees he is outnumbered?

- ○ *Yes (Go to B)*
- ○ *No (Go to B)*
- ○ *Undecided (Go to B)*
- ○ *No response (After 10 seconds, go to next exercise)*

B. Why do you think so?

(Stop if no response is given in 10 seconds.)

501017-1234

RAB13

		B	
○0	○0	○0	○0
○1	○1	○1	○1
○2	○2	○2	○2
○3	○3		○3
○4	○4		○4
	○5		○5
	○6		○6
	○7		○7
	○8		○8
			○9

Release #: RAB13

NAEP #: 501017-1234

Theme: ATTITUDES.
Subtheme: Belief in the worth of the individual.

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY.
Subobjective: A. Believe in the fundamental worth of the individual and can justify their belief.

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal

Overlap:	9	13	17	Adult
Package-Exercise:	07-05	10-02	12-01	04-08
National P-value:				
RAB13-02	30.18	71.06	83.82	89.40

Timing: No paced tape was used in this individually administered exercise.

RAB13
PART B
501017-1234

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = RIGHT TO DISAGREE; TO HAVE ONE'S OWN OPINION

Age 9	They have a right to what they think. No, because he has a right to think, to give his own opinion. If he agrees with something he has a right to do that, too.
Age 13	I think he has a right to his opinion. He doesn't have to change his mind because of the others.
Age 17	Because he is entitled to his own opinion and should stick to it and not follow everyone else.
Adults	He has a right to his own beliefs. Because his got his equal right of opinion same as anyone else. Freedom of choice.

11 = STAND UP FOR INDIVIDUAL BELIEFS.

Age 9	You should do as you feel best about something and not what others want.
Age 13	If he really believes, he should not change his mind. He should not change thoughts just because of numbers. He should go for what he believed in.
Age 17	Give his feelings and stay with them. Stick with his feelings. If he thinks he is right he ought to stand his ground.
Adults	A person should stick to his personal convictions even if the whole world is against him. He is an individual and should stick to his own convictions.

13 = HE MAY BE RIGHT; WE MAY BE WRONG

Age 9	Because other kids might be wrong and she might be right. Maybe if he has a different idea, it might be better.
Age 13	Because he might be right, and the others wrong. He might be right.
Age 17	Because his viewpoint may have some merit. He has his own opinion and doesn't mean he's wrong because he's outnumbered.
Adults	Majority doesn't necessarily mean the right opinion or rule.

Categories and sample responses are listed below.

14 = CONDITIONAL: UNLESS DISAGREEING WOULD HOLD UP IMPORTANT GROUP TASK

Age 9	We might not be able to do stuff if he doesn't agree with us.
Age 13	No samples given.
Age 17	No samples given.
Adults	Unless group action is necessary, he is entitled to his opinion.
	(No) He is entitled to his opinion but if it impedes the goals and progress of the group and the group is demoralized in principle then he should concede.

15 = CONDITIONAL: UNLESS DISAGREEING WOULD RESULT IN VIOLENCE OF SOME TYPE

Age 9	I think he should change his mind because there might be a fight.
	Cause of the people in my class are mean and they might beat him up.
Age 13	No samples given.
Age 17	He could get hurt by the group if he will not agree with them.
	He might get in trouble if he's outnumbered. Beat-up.
Adults	No samples given.

16 = CONDITIONAL: UNLESS THE VIEWPOINT HAS BEEN PROVEN INCORRECT BEYOND DOUBT

Age 9	If the person who disagrees could prove it, it'd be all right.
	He should if he finds out a different answer.
Age 13	If he thinks he's right he should stick to what he believes until and unless he is proved wrong by an accurate source.
	Both ways to look at it. He shouldn't change his mind if he isn't proven wrong.
Age 17	If he feels that he is right, he shouldn't. If he is shown proof that he is wrong he should.
	You must stick with what you believe unless they can prove what he says is wrong.
Adults	If a person is proven wrong then he should change his mind.
	He should not change his mind if its a matter of principle but if its a matter of fact and he is wrong, he should change his mind.

Categories and sample responses are listed below.

17 = OTHER ACCEPTABLE RESPONSES

Age 9	Because I think I could make them change their minds.
Age 13	He should give his reasons for the disagreement and he should try to give in a little bit with the class and the class should give in a little bit with him and they should come about mid-way with their terms.
Age 17	If he feels strong enough. Only way we can have change is for someone to disagree.
Adults	No samples given.

20 = RESPONSES WHICH INDICATE HE SHOULD CHANGE HIS MIND WHEN HE SEES THAT HE IS OUTNUMBERED--EXCEPT RESPONSES IN CATEGORIES 14, 15 OR 16

Age 9	Because she could have more fun if she agreed with the rest of the group. The others are more important.
Age 13	Well he's wrong. If he sees his friends he should go along with the others. He should take his own opinion but the majority rules.
Age 17	If everybody else agrees why shouldn't he agree. The whole group shouldn't have to change, he would change for the majority.
Adults	If he wants to get along he'd better. If everyone in the group disagrees with him, it should be he is wrong.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 9	Cause all the others are. Well when somebody else agrees with somebody it should just be that way.
Age 13	Its his answer. To make the group whole. I can't picture what that would be like. Because he'd be cheating.
Age 17	(No) Thats his thought--what he wants to do. If forced he might get mad.
Adults	Its not that big an issue.

29 = I DON'T KNOW

A. Should race be a factor in hiring someone for a job?

○ Yes

○ No

○ I don't know.

B. Please explain any answer you selected.

527006-234

RA816

○0	○0	○0	○0
○1	○1	○1	○1
○2	○2	○2	○2
○3	○3		○3
○4	○4		○4
	○5		○5
	○6		○6
	○7		○7
	○8		○8
			○9

STOP DO NOT TURN THE PAGE UNTIL TOLD TO DO SO

Release #: RAB16

NAEP #: 527006-234

Theme: ATTITUDES.
Subtheme: Belief in the worth of the individual.

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY.
Subobjective: D. Believe in open opportunity for advancement and can justify their belief.
Subobjective: E. Are willing to act for the general interest.

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	07-19	03-16	06-15
National P-value:			
RAB16-01	73.79	89.77	89.94

Timing: (in seconds)

	13	17	Adult
RAB16 Part A Stimulus:	8	8	9
RAB16 Response:	14	15	*
RAB16 Total:	27	28	*
RAB16 Part B Stimulus:	4	3	4
RAB16 Response:	87	86	*
RAB16 Total:	91	89	*
RAB16 Exercise Total:	118	117	*

*Time not limited by paced tape.

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = EQUALITY AND DIGNITY IMPORTANT

Age 13	All men are created equal. Equal opportunities are a must.
Age 17	I think that the race of a person doesn't mean that he should get the job and the other shouldn't. I think all people should have an equal opportunity to get a job. People of all races are equal. Color is (should be) the least important fator in determining a person's ability for a job.
Adults	Everyone is equal no matter their color.

11 = ABILITY IMPORTANT FACTOR

Age 13	Should depend on how good the person can do the job. If a person is qualified it doesn't matter what race he is. Would you care to have a black genius or a retarded white?
Age 17	If a person is skilled in that profession it shouldn't matter what his race is. Ability and promptness should be the main factors in the employer's attitude. Race, religion, etc., should not hinder anyone.
Adults	It's an injustice to discriminate against a person who has the ability, yet is of a different race. No, race will not effect the performance of the job.

12 = LEGAL PROTECTION AGAINST DESCRIMINATION

Age 13	Everyone is guaranteed the right of freedom and this is one of them. According to the law everyone who is equally qualified must have an equal chance for employment.
Age 17	According to law made by the people no one is to be discriminated against due to race, religion, color, etc. It's against the persons constitutional rights if you refuse to hire him or her because of race. Its also against the law.
Adults	Theoretically, and constitutionally, a person should not be judged according to race, religion, or national origin. It should be part of one's civil rights that one should not be deprived equal economic opportunity because of race.

13 = RACE DOES NOT (SHOULD NOT) MATTER (NO SAMPLES GIVEN)

Categories and sample responses are listed below.

14 = OTHER ACCEPTABLE RESPONSES

Age 13	One race can do as good as the other. All races need a job.
Age 17	No, because everyone has got to work to support their family and to get by today. Any man or woman no matter what the race is can do a comparable job because humans are all built the same. The color of a skin shouldn't matter.
Adults	Working together will help to reach better understanding. Our democratic system can be made more perfect by not discriminating.

15 = YES, BECAUSE OF PAST AND PRESENT DISCRIMINATION

All ages	Race should definitely be a factor in hiring employees. Blacks have been victimized in our society since 1620, and its about time they got a fair shake. If ratios are needed to end racism in our society, so be it.

20 = DECISION BASED ON PERSONAL EXPERIENCE RATHER THAN RECOGNITION THAT HIRING SHOULD BE BASED ON EQUAL OPPORTUNITY

All ages	I'm white and work with colored people who are good workers.

21 = CONDITIONAL (Except Category 11)

Age 13	Depends on what the job is. It would be bad for married people who cannot have money to feed their families for lack of jobs.
Age 17	People should not be hired for outdoors night time jobs. They are not so visible to motorists.
Adults	No samples given.

22 = ANTI-RACIAL STATEMENTS

Age 13	Certain races tend to be poor workers.
Age 17	If a person owns a place he should be able to hire who he wants. A large amount of people won't go into a place if a nigger is working there and this ruins business. Yes, to a point as most blacks don't want to work anyway. Blacks don't have the knowledge to work. Yes, whites before blacks. Because some people just aren't as capable as whites.
Adults	No samples given.

Categories and sample responses are listed below.

23 = UNSUPPORTED ASSUMPTIONS

Age 13	Morale of employees should be taken into account. Some people can't work together effectively.
	All companies are now forced to hire non-whites to the same percent as the non-white population.
Age 17	Hiring different races usually causes disturbances in the business and usually disputes over discrimination.
	Some races may be better at a job than others. For instance, Negro doctors and nurses would be better working with their own race.
Adults	Sometimes white people will not work on the job if colored people are working on the same job with them.

24 = INTREPRETS RACE AS A CONTEST OR SPEED FACTOR

Age 13	So you can get the work done faster.
	Racing should not be a job, it should be just for sports.
	Because you don't have to hire someone just because they are fast. In some jobs you have to be slow and careful.
Age 17	Races should be for volunteers, not hiring. Races are for fun even though they do involve a lot of time and money.
	It should be the quality not quanity that one is measured by. In some jobs speed is essential.
Adults	Unless its piece work and some people are slower than others. Neatness should count.

28 = VAGUE, NONSENSICAL AND OTHER UNACCEPTABLE RESPONSES

Age 13	I am black.
	Because I'm not prejudiced.
Age 17	No samples given.
Adults	No samples given.

29 = I DON'T KNOW

A. Should a congressman pay attention to the opinions and concerns of people whose views are different from those of the majority?

○ Yes

○ No

○ Undecided

B. Please explain any answer you selected.

SD1011-34
RA817

○0	○0	○0	○0
○1	○1	○1	○1
○2	○2	○2	○2
○3	○3		○3
○4	○4		○4
	○5		○5
	○6		○6
	○7		○7
	○8		○8
			○9

STOP DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

68

Release #: RAB17

NAEP #: 501011-34

Theme: ATTITUDES.
Subtheme: Belief in the worth of the individual.

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY.
Subobjective: A. Believe in the fundamental worth of the individual and can justify their belief.

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Text

Overlap:	17	Adult
Package-Exercise:	04-16	07-10
National P-value:		
RAB17-04	78.85	78.35
Timing: (in seconds)		
RAB17 Part A Stimulus:	16	14
RAB17 Response:	15	*
RAB17 Total:	31	*
RAB17 Part B Stimulus:	4	3
RAB17 Response:	83	*
RAB17 Total:	87	*
RAB17 Exercise Total:	118	*

*Time not limited by paced tape.

RAB17
PART B
501011-34

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = TO GAIN KNOWLEDGE; TO HEAR DIFFERENT POINTS OF VIEW; TO GOVERN MORE WISELY

Age 17	He should consider the reasons for the different opinions and concerns of the minority of the people. This will give a broader view of circumstances as to what is right and what is wrong.
	Just because a person's opinions or views are different from the majority, doesn't mean that they should not be heard and considered. They could be just as helpful as others.
Adults	I feel he should consider opinions from informed sources as well as the uninformed majority.
	He may learn some new ideals from the peoples and they may be helpful to him in his future work.

11 = MINORITY OPINION SOURCE OF GOOD IDEAS

Age 17	Because all the time the majority is not right. And this person, or people, may have a strong point or an idea than say the people whom it may concern.
	Yes, because the people might bring up something that is very important to the matter.
	I think if the opinion is correct, the congressman should try to persuade the majority into thinking the correct way. The majority is not always correct.
Adults	Maybe new ideas would do some good.
	All points of view matter. Often in the crack of a rock, blooms a flower.
	They might have a good suggestion that would help some people even if it didn't go along with the majority.

12 = POLITICAL CONSIDERATIONS--MAY NEED POLITICAL SUPPORT FROM MINORITY, OR BECAUSE OF PAST SUPPORT

Age 17	They may be able to influence other people of their views and if so the congressman might lose a lot of votes.
	He might not get to be a congressman if he ignores the people, because it is the people who elected him as congressman.
Adults	No samples given.

Categories and sample responses are listed below.

13 = EVERYONE SHOULD BE REPRESENTED--BUT NO REASON GIVEN (EXCEPT DUTY)

All ages All people should have a right to say what they want and to have their opinions listened to even if they're not a part of the majority.
Needs to talk to everyone.
Congressman is elected by all the people and he represents all the people. The minority may also become the majority in time.
He should be concerned about the opinions of all the people not just part of them.

14 = OTHER ACCEPTABLE RESPONSES

Age 17 All of the people should have a part in the government since this is a democratic society. The silent majority also is represented but not by campaigning.
Adults They may not be the majority but they may be deeply affected by the congressman's decision.

20 = THE MAJORITY IS RIGHT OR THE MOST IMPORTANT; IMPLICATION THAT MINORITY OPINION WOULD BE HARMFUL

Age 17 Because as long as he had the majority on his side to become congressman, that's all he needs. Because some people are not going to vote for him no way.
If the majority want something they should get it because it will benefit more people.
He must do what the majority of his region wants him to do.
Adults Majority wins.
He should not because most of the time decisions are made by votes of the majority.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 17 Because you and the congressman and the people.
Because I suggested the correct answer.
Adults Otherwise the majority will always lead.
He just should.

29 = I DON'T KNOW

You are going to see the film, Vandalism: Crime or Prank? The film begins with some boys damaging a statue. Watch the film so that you can answer some questions based upon the film. Please do not turn the page until told to do so.

503010-23
RAB20

STOP DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

(Continued)

A. Should Mr. Norris have done something about what he saw taking place in the park?

☐ Yes

☐ No

☐ Undecided

B. Please give a reason for any answer you selected. Write your reason on the lines below.

B

☐0 ☐0 ☐0
☐1 ☐1 ☐1
☐2 ☐2 ☐2
☐3 ☐3
☐4 ☐4
☐5 ☐5
☐6 ☐6
☐7 ☐7
☐8 ☐8
☐9 ☐9

503010-23
RAB20

PLEASE GO ON TO THE NEXT PAGE.

(Continued)

C. Do you think there should be laws against acts of vandalism such as destroying a statue?

○ Yes

○ No

○ Undecided

D. If you saw one of your friends committing an act of vandalism, what would you do? Write your answer on the lines below.

SD3010-23

RA820

○0	○0	○0	○0
○1	○1	○1	○1
○2	○2	○2	○2
○3	○3		○3
○4	○4		○4
	○5		○5
	○6		○6
	○7		○7
	○8		○8
			○9

STOP

DO NOT TURN THE PAGE UNTIL TOLD TO DO SO

Release #: RAB20

NAEP #: 503010-23

Theme: ATTITUDES.
Subtheme: Belief in the worth of the individual.

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY.
Subobjective: C. Believe in the rule of law and can justify their belief.

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Text/Audio & Visual-Film

	13	17
Overlap:		
Package-Exercise:	01-01	01-01
National P-value:		
RAB20-10	55.22	50.56

Timing: (in seconds)

			13	17
RAB20	Introduction:		17	24
RAB20	Part A	Stimulus:	10	10
RAB20		Response:	16	15
RAB20		Total:	26	25
RAB20	Part B	Stimulus:	7	7
RAB20		Response:	150	145
RAB20		Total:	157	152
RAB20	Part C	Stimulus:	11	11
RAB20		Response:	15	15
RAB20		Total:	26	26
RAB20	Part D	Stimulus:	9	8
RAB20		Response:	145	142
RAB20		Total:	154	150
RAB20	Exercise	Total:	380	377

Copyright Information:

Vandalism: Crime or Prank? 16 mm, color, 5 minutes. (Chicago: International Film Bureau, Inc.).

SCORING GUIDE: PART B

Categories and sample responses are listed below.

000 = NO RESPONSE

101 = CRIME WAS BEING COMMITTED

Age 13 Because it was a crime and they were destroying something that was put their for themselves and others to enjoy.

The boys did a crime and should be punished for it. Mr. Norris should go tell the police because they could do it again.

It's a crime no matter who does it. Mr Norris is trying to stop crimes in his parks.

Because it was a crime and he should call the police.

Age 17 Since they broke the statue and he caught them, he should report them to the police, because it is against the law to destroy public property.

Because they committed a crime and broke the law. No matter how small in value they still broke the law.

102 = TO PREVENT MORE TROUBLE - FOR BOYS OR SOCIETY

Age 13 Because if they did that it might lead to worse things. If the man didn't tell.

Yes, because the boys could get into worse trouble if they weren't punished.

Because if they go and destroy something else, it might be yours.

The vandalism should have been reported to discourage any actions of the same nature.

Age 17 Because the kids will just keep doing it and in time will end up getting caught. Thus leading to a life of imprisonment. If people let kids get away with everything, when they grow up the world around us will be disastrous to live in.

To stop further damage and to straighten out the boys.

103 = PUBLIC PROPERTY

Age 13 Because it wasn't right for those boys to do a thing like that. Because after all it was built so everyone could look at it.

Because they were destroying government property.

Age 17 Because the boys were destroying public property and it was his duty as a witness and a citizen to report it.

Because they were damaging property which didn't belong to them.

Categories and sample responses are listed below.

104 = CITIZEN'S DUTY

Age 13 Because it was his right as a citizen.

Because it is your duty to do so, even if they are friends or not.

I feel he should have gone to the police. He was just trying to be a good citizen and that's what he should be.

Age 17 It's his duty as a good citizen to report this act of crime. If it wasn't stopped the vandals would repeat acts similar to the one they did.

I feel he should have done something about it. It's his duty as a citizen and as a person or you'll live with it the rest of your life.

105 = OTHER ACCEPTABLE RESPONSES

Age 13 Because it was a terrible thing to do and something should be done about it. Like throwing them in jail.

I think he should have done something because it just isn't right to destroy a statue. They're interesting to look at and probably not to easy to make.

Yes, because they did something wrong and should be punished.

Age 17 There was something done wrong. It needed correcting.

251 = MR. NORRIS COULD HAVE ENDANGERED HIMSELF

Age 13 He would probably make enemies and the kids may do something to his house and family.

If he would have said something the boys might have ganged up on him or something.

Age 17 The act had already been done. There was nothing he could have done to prevent the act. He could have had several assault charges and an assault and battery charge by the kid he grabbed. He legally had no right to do what he did.

He had no business interfering with it, he could of been hurt or seriously injured.

No, it would do more damage to him and his relationship with the boys family. The boy would turn against him and will do something to him to get back at him and get into more trouble.

Categories and sample responses are listed below.

252 = BOYS WERE HAVING FUN

Age 13 He did it when he was a boy too, just like they did. I say no because this was just a prank that the boys did and it really isn't a crime.

Age 17 I feel like Mr. Norris should think like, "boys will be boys and everything is made for a purpose", I think misdemeanor things should be overlooked.

It's more important to keep friends than to make enemies. Mr. Norris wouldn't have liked it if it was his own son who was only fooling around. It's normal for boys to get into trouble.

253 = NOT HIS CONCERN

Age 13 Because he should have left them alone and let the law tend to it.

Because he should mind his own business.

I dont think he has the right to say the boys are supposed to be punished. It's not his job to say that the boys are wrong.

Age 17 I feel he should have just left it alone.

254 = COULD DAMAGE BOYS' FUTURE

Age 13 He wants to help his friends.

Age 17 Because turning those kids in for a stupid prank could hamper their chances of employment. He could have told the parents.

255 = TELLS WHAT MR. NORRIS SHOULD DO, NOT WHY

Age 13 He should have called the police to do something about it.

I think he should have informed the parents and find out what they could do. If the parents did nothing, I would have a talk with Timmy and find out why and who helped him do it.

Age 17 I feel that Mr. Norris should have done something about what he saw in the park. He didn't have to call the police, but he should have at least consulted the parents of the child.

He should have talked to the boy's parents, not to the police.

Categories and sample responses are listed below.

298 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 13 Because he thought it was a crime and his wife did not think so.
Because the boys were bad.
I think Mr. Norris is right about the boys. And what the boys did. And the things about it.

Age 17 Because it hasn't happened to me so, I don't know how he feels being one of his friend's son.
I feel that if the kids were so dumb to have somebody catch them they should pay for what they did.
I am not sure which I would do, even knowing the right thing to do.
They didn't have to wreck a statue that would be hard to replace. If they just tripped it over or moved it somewhere, it wouldn't be so bad.

299 = I DON'T KNOW

All ages I don't know what I would do.
Because the boys that were damaging the statue were friends of the family and if Mr. Norris had told on them, he'll be losing friends and making enemies. On the other hand, this was government property in which the boys knew better than to destroy. I don't know what I would do.

SCORING GUIDE: PART D

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = INFORM PARENTS (HIS OWN)

Age 13	I would tell my parents and let them decide or not to do something about it.
	I would at least tell my mother.
Age 17	It would be very hard to report him to the police. I would probably tell my parents and ask them what to do.

11 = REPORT ACT TO AUTHORITIES (POLICE, PARK ATTENDANTS, PRINCIPAL OF SCHOOL)

Age 13	I would report it to the police and tell them that I saw my friend doing it, but I wouldn't tell my name.
	I would turn them in and hope it would stop them from doing something like that again.
Age 17	I would turn him in to someone that can handle him such as the authorities, because the law is the law in any way it is broken.
	I would try and stop him but if he had already committed the act I would turn him into the police or to the person whose property he had destroyed and let them decide what to do with him.
	I would probably turn them in it in a case of losing a friend, I wouldn't mind turning him in because he may be taught not to do it again.

12 = MAKE FRIEND PROMISE TO REPORT IT ON HIS OWN TO AUTHORITIES OR TO PARENTS

Age 13	I would talk to my friend and convince him to report it to the police. And let my friend know I saw it.
	I would talk to the person and find why they did it. I would probably try to talk the person into telling the police. If they didn't I would.
Age 17	I would tell him if they didn't give themself up for doing it, I would.
	I would first go to see and talk the friend who committed vandalism and try to get him to turn himself in.

Categories and sample responses are listed below.

13 = STOP HIM FROM CONTINUING DAMAGE BY THREATENING TO REPORT HIM TO THE AUTHORITIES OR PARENTS

Age 13 I would tell him not to do that anymore or I'd tell on him.

I would go talk to them and threaten to go to someone of authority if I heard of or saw them doing anything like that again.

Age 17 I would tell him that if he did it again, I would report him to the police. If he did it again, I would report him.

Ask him to please stop, and say if he didn't, then I would inform his parents and if the act was destructive enough, I would then go to the police.

14 = TRY TO REASON WITH HIM OR TALK HIM OUT OF IT

Age 13 Ask him to stop because I could not force him to stop.

I would tell them to get out of there and go home.

I would probably talk to him and reason with him to try and make him stop doing these things. If he didn't stop I would talk to his parents and if they didn't stop him I would report him to the police.

If it was a crime by one of my friends I would try to talk him out of doing it in the first place.

Age 17 Consult with him and find out what was behind the act. He probably would no longer be my friend if he couldn't think about such things and their results.

Probably talk to them about it and try to help them. Perhaps after a discussion they would decide to replace the statue.

I would ask them why he is doing it and what he accomplish by doing it. If he doesn't stop, I'll try something else.

15 = INFORM THE FRIENDS' PARENTS

Age 13 I would tell their parents about it.

I would tell his father and let him do what he wants.

If I saw one of my friends committing vandalism I wouldn't waste my time to tell them to stop I would just go and tell his or her mother or father.

Age 17 Talk to his parents, but I wouldn't say anything to the police.

I would first go to his parents and explain what I saw him doing and tell his parents that it was a crime and it had to be reported.

Categories and sample responses are listed below.

16 = REPORT IT TO A PERSON WHO UNDERSTANDS TEENAGERS (COUNSELOR, SOCIAL WORKER, MINISTER, TEACHER)

Age 13 Discuss the crime with someone you know and can trust before telling. But I think I would tell someone about it.

I would tell someone who could help my friend to understand what he or she had done wrong. The friend maybe would understand.

Age 17 No samples given.

17 = OTHER ACCEPTABLE RESPONSES

Age 13 I wouldn't want to report it, but I will. Because they're not supposed to do things like vandalism. I think its against the law.

I would have to tell on them because they would probably hate me after that, but I would tell on them. I don't think they should get away with it.

Call someone to break it up and make them stop it, no matter how little the damage was.

Age 17 Try and influence them to stop such a crime and not destroy public property.

I would do something to try and stop him or her. I wouldn't call the police though, because they are my friends. I dont think it would be my place to turn any one in. Police make things too complicated.

Find out why they did it and probably report them anonymously if I could.

18 = PHYSICALLY TRY TO STOP HIM

Age 13 Catch him and take him down to the police station and lock him in jail.

I would sneak up behind them and grab him. Then I would take him to the police and tell them what he had done.

Age 17 I would tell the police, because I would jump on him and whip him.

If he were a good friend I don't know if I'd turn him in, but I'd try to straighten him out, some way. Like maybe bust him in the mouth.

Categories and sample responses are listed below.

20 = NOT GET INVOLVED - MENTIONS FRIENDSHIP

Age 13	I would forget it because I would not want to lose my friendship with him or her.
	If it was a close friend I probably wouldn't because I would be afraid to hurt him.
	I would want to tell the police, but if it were one of my friends, I wouldn't tell nobody.
Age 17	I don't think I would say anything, even though I should, because a friend is the most important thing we have here, good or bad.

21 = NOT GET INVOLVED - MENTIONS FEAR OF PERSONAL HARM

Age 13	I would forget the whole thing. If my friend found out I told on him he might get mad and get other people to help him beat me up.
	If it were me, I would forget it because if they saw me and I told, they would know who to get after.
Age 17	I wouldn't tell because if they knew you were the only one that saw them then, if they got caught and put in jail they would say you were with them or else they would try and hurt you.

22 = NOT GET INVOLVED - MENTIONS OTHER REASON OR NO REASON GIVEN

Age 13	I don't know, but I would probably act like I never saw him do anything.
	Keep away, and not say anything.
	Stay away!
	I wouldn't tell on them. I don't think.
	I wouldn't turn him in because he wouldn't turn me in.
Age 17	Nothing. He does what he does and I do what I do.
	Nothing. I would do nothing because though I feel there should be a law against vandalism, I don't care to any great extent about any one else's property except my own. In the case if the property was mine, I would probably break the kids neck or call the police.
	I most probably would not tell. But if the problem arises I will find out.

RAB20
PART D
503010-23

Categories and sample responses are listed below.

23 = IF STUDENT THINKS VANDALISM IS SERIOUS HE WILL TAKE AN ACCEPTABLE ACTION; IF NOT, HE WON'T

Age 13 It depends on if the statue or whatever is of any great importance. If it is, then your friend must be reported.

If the statue was worth alot of money, I would contact the police, but if the statue is not worth very much I wouldn't do anything.

Age 17 I guess it would really depend on how serious the vandalism was. If it was serious, I would turn him in, if it wasn't so serious, I wouldn't.

If I could tell it was an intentional act and was destroying something of value, I would report him. If it were accidental, or he was destroying something of little or no value, I would not report him.

It depends. If they were destroying something like a statue, I'd tell them to stop because it wasn't right. But I wouldn't make a big thing about a little writing on a wall.

24 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 13 I would have a talk with him and find out why and who was the leader of this crime.

I would go up and ask them why they were doing it. And listen to their side of the story.

I would be caught between a gap, friendship or doing the right thing, reporting it to the authorities. I would be undecided.

I would try and stop them, because I would not want them to get caught by the police.

Age 17 I would ask him what was he doing breaking up things and let it go at that.

I guess ask him why he did it. Maybe I would do something if his reason wasn't good.

I'd either join in and help him or tell him to stop. I don't think I would have reported him though.

29 = I DON'T KNOW

All ages I wouldn't know what to do.

I'm not sure. I don't know how I would act until I was faced with the problem.

Suppose Jane is making fun of someone because his religion is not the same as hers.

A. What would you say to Jane?

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.

If response is given, go to B.)

B. Why would you say this?

(Stop if no response is given in 10 seconds.)

502005-123

RAR01

		A		B	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3		3		3
4	4		4		4
	5		5		5
	6		6		6
	7		7		7
	8		8		8
			9		9

Release #: RAR01

NAEP #: 502005-123

Theme: ATTITUDES.
Subtheme: Rights contained in the First Amendment.

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY.
Subobjective: B. Believe in the freedoms of the First Amendment and can justify their belief.

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal

Overlap:	9	13	17
Package-Exercise:	06-12	09-12	12-12
National P-value:			
RAR01-01	72.54	87.28	90.62

Timing: No paced tape was used in this individually administered exercise.

RAR01
PARTS A&B
502005-123

SCORING GUIDE: PARTS A&B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = RIGHT TO FREEDOM OF WORSHIP

Age 9 Jane, everyone has the right to go to the church of their own choice.

It is a free world and they can pick the religion they would like to pick.

Age 13 You must not do that. Everyone has a right to worship as they want in U.S.A.

Age 17 She's wrong. Each person has his right to his own religion.

Freedom of religion in this country. No concern of hers where she goes. I feel like the person's decision to go to the church he wants to.

11 = SHOWS RELIGIOUS TOLERANCE

Age 9 Stop it. Some people have different religions. Everybody is different but you shouldn't make fun.

The world is suppose to be united. You should respect others no matter what your religion is.

Age 13 Don't put down his religion. Because his religion is as important to him as hers is to her.

Tell her no matter what religion you are, that's no reason to make fun because hardly no two people are alike.

Age 17 Tell Jane she was very narrow minded and belonged back in the 13th century. I personally know what is to be discriminated against because of my religion.

I don't think you should be prejudiced. It doesn't make that person any less of a person.

It's not up to her to judge. That's just what this person believes in. Because religion doesn't judge a person.

12 = SHOWS CONCERN FOR FEELINGS OF INDIVIDUAL ONLY

Age 9 Twinkle, twinkle little star, what you say is what you are. Cause she's been saying ugly stuff to other people, and I'd pay her back for what she'd been saying.

That isn't nice to do that. Because you shouldn't tease other people.

Ask her how she'd like to be made fun of.

Age 13 Tell her it wasn't any of her business. Because she is probably embarrassing him.

Age 17 Leave the kid alone. She is cutting the kid down and that's not right.

Categories and sample responses are listed below.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 9	Nothing. I don't really know. Don't worry. So the other person won't cry.
Age 13	Nothing--it's none of my business. I wouldn't say anything. I'd slug her. I'd slug them to get their attention. Then they would listen to you, otherwise they wouldn't. Keep your mouth shut. Your religion is as dumb as hers. I don't think it's funny to make fun of someone's religion. Her religion is stupid enough.
Age 17	I'd probably laugh. Nothing. Because she's making a fool of herself. I'd probably keep out of it and not say anything. It'd just cause a big fight or something.

29 = I DON'T KNOW

A. Should citizens who are younger than the legal voting age have the right to write letters to elected government officials or to publicly express their views on political issues?

○ Yes

○ No

○ Undecided

B. Please explain any answer you selected.

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S01009-234
RAR02

STOP DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RAR02

NAEP #: 501009-234

Theme: ATTITUDES.
Subtheme: Rights contained in the First Amendment.

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY.
Subobjective: A. Believe in the fundamental worth of the individual and can justify their belief.
Subobjective: B. Believe in the freedoms of the First Amendment and can justify their belief.

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	03-20	05-18	04-19
National P-value:			
RAR02-04	57.87	80.00	72.70

Timing: (in seconds)

RAR02	Part A	Stimulus:	17	17	18
RAR02		Response:	16	15	*
RAR02		Total:	33	32	*
RAR02	Part B	Stimulus:	4	3	3
RAR02		Response:	82	82	*
RAR02		Total:	86	85	*
RAR02	Exercise	Total:	119	117	*

*Time not limited by paced tape.

RAR02
PART B
501009-234

SCORING GUIDE: PART B

Categories and sample responses are listed below.

000 = NO RESPONSE

101 = RIGHT AS A CITIZEN--FREE SPEECH

Age 13	Because citizens who are younger than the legal voting age should have the right to express their views on political issues.
	Because anybody ought to have the right to write to elected government.
	Because you are a member of the nation and should be able to express your feelings.
	Because this is a free country and you have the right to speak and to do what is right.
Age 17	Because every citizen has a right to speak and express what he feels is right, it is part of the Constitution. Age should not play any part in a citizen's rights.
	I think even the young have a right to voice their opinions. After all, we're part of society, too.
	They should have a right to freedom of speech no matter how old they are.
Adults	Freedom of speech whether you are 16 or 26 years of age.
	Any citizen should be able to speak out.
	Everyone, no matter what age, has a freedom of speech and is entitled to his opinion.

102 = WAY OF EXPRESSING OPINION OR PARTICIPATING IN GOVERNMENT

Age 13	Because if they can't vote they got the right to right letters to tell them what they think.
	So they can express their opinions.
	Because we can not vote so we should be able to tell them what we think.
	It is because though we cannot vote it doesn't mean we cannot think.
Age 17	A person under voting age cannot express his opinion by electing the official he likes so he has to have some way to make what he wants known.
	If writing a letter is the only means of communication a young adult has in getting a point across, well I think he/she should.
Adults	If they can't vote they should be able to write letters to elected government officials.

Categories and sample responses are listed below.

103 = THEIR LIVES ARE AFFECTED BY POLITICAL DECISIONS

All ages	Yes because they are citizens and they are guided and are under government laws so they should be able to express their views on issues that concern them. I selected my answer because some of the political issues involve people who are too young to vote. Citizens who are younger than the legal voting age are still subject to the decisions of the elected government officials. They have to live under the law of the land so they should have the right to express there views.

104 = FUTURE BENEFITS; FUTURE LEADERS

Age 13	Citizens who are younger than the legal voting age eventually become old enough to vote. If they are governed by the U.S. they have a right to express their feeling about the government. They should because some day they will be adults and they should learn to express their thoughts and opinions.
Age 17	Yes, because soon this person will be of voting age, and perhaps a leader in politics. To say no would be discouraging them, and later they might not be interested. Because soon they too will be voting and if you don't start to learn about your government early, when your time comes to vote, you wouldn't know how to go about it. Get involved.
Adults	Yes because they are future citizens and voters. Their opinions should be respected now as well as when they are of voting age. If you stifle a young individual, when he reaches voting age he might withhold his comments.

105 = TO INFORM OTHERS; THEIR IDEAS ARE GOOD

Age 13	Because the government should listen to young boys and girls to see what their ideas are. Yes because I think people should know how the younger generation feel.
Age 17	They are citizens, and they may have good ideas which could be beneficial to the people. Some young people are more informed about politics than older people.
Adults	They know whats going on from studies in school from newspapers and other people. So they are able to form an opinion and have the right to express it. Yes, many of the youngsters are truly interested in political issues and many of them have very good ideas. They may have fresh ideas and helpful suggestions.

Categories and sample responses are listed below.

106 = TO HELP ELECTED OFFICALS

Age 13	Because to give them more confidence in the election. To tell them how you feel about them.
	I think they have a right to tell the government official, that they stand behind them.
Age 17	Yes, because to let their government know how the young people feel.
	Because then they know that younger citizens are paying attention to the government.
	A child that is interested in politics at their age should be allowed to write to an official to let him know that he does pay attention and agrees for what he stands for.
Adults	No samples given.

107 = YOUNG PEOPLE SHOULD PARTICIPATE IN THE GOVERNMENT

Age 13	I believe that all people should have their opinions expressed. Everyone should have their say.
	Because we should have something to do with it.
Age 17	The government is for all the people of a country and if any member is dissatisfied with the way things are being run it is his right and duty to let government officials know. Age has nothing to do with it.
Adults	A person of any age should express their views on government. It is important that they are interested enough to do so.

108 = OTHER ACCEPTABLE RESPONSES

Age 13	They could learn more about politics if they could write to officials.
	I think they should because it gives them a sense of being part of something and also in being recognized in society.
	There could be something that a lot of the younger ones need or want.
	They could have a solution for any question you might have.
Age 17	Just because you can't vote doesn't mean you don't have questions.
Adults	By doing so they may learn more about the government. My children have done this in school. The answers they received helped them understand more.

Categories and sample responses are listed below.

251 = NOT EXPERIENCED OR MATURE ENOUGH TO EXPRESS THEIR VIEWS

Age 13	Because if they are too young to vote they are too young to tell their feelings.
	No because they are too young to know what's going on.
	They may not know much about it.
	Because they are too young, not old enough to except the responsibilities of life.
Age 17	No, the younger citizens aren't mature enough to know the full meaning or value of the issues, thus making it necessary.
	They don't because they might not know about these political officials.
Adults	Sometimes a younger person is really not able to express in the right way what he or she is trying to say.
	He is probably not mature enough.

252 = NO ONE WILL PAY ATTENTION TO THEIR VIEWS-- WILL HAVE NO EFFECT

Age 13	If they are not allowed to vote then writing letters wouldn't do any good.
	Because everyone tells us kids to just to get out of the way so I know the government won't lison to us.
	Why not? It really doesn't matter.
Age 17	Because their response would be worthless for the reason that they cannot vote. The representatives hardly listen to the ones who do, why would they listen to a person who couldn't.
Adults	They would have no need to write letters to express their opinion, because the officials wouldn't pay any attention to their views because they are under age.

255 = CONDITIONAL--IN SOME CASES THEY SHOULD BE ABLE TO EXPRESS THEIR VIEWS

Age 13	Everyone who is old enough to form an opinion correctly should be able to write letters to publicly express their views on an issue.
	I think every body has a right to his own opinion providing he knows what he's talking about.
Age 17	I think if they're old enough to know what's going on they should be allowed to do so.
	I feel that younger citizens should have the right to express their views as long as they understand what they are arguing about pertaining on their political views.
Adults	No samples given.

Categories and sample responses are listed below.

256 = THEY DON'T HAVE THAT RIGHT

Age 13	Because they have no say so in the government because they aren't old enough.
	Because all they are doing is bugging the government. They can't vote, so don't let them write letters to the government.
Age 17	I feel the younger age group is too young to have that much to do with any type of government.
Adults	They don't have no rights.

298 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 13	If there not the right age I don't think they should vote.
	Because may be one presadent only lost by one vote and the younger children wanted him and not the other one.
	You have to go to the government and report.
Age 17	Yes, because they have the right to vote as much as the parents do.
Adults	"The child is father of the man."
	I don't feel that young people are that interested in government elections. Therefore, I don't think they have any views to express.

299 = I DON'T KNOW

A. Indicate whether you agree or disagree with the following statement:

> Anyone who criticizes the use of United States troops in military action abroad should be prohibited from expressing his views publicly.

○ Agree

○ Disagree

B. Please explain your position.

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S02002-34

RARDS

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115

Release #: RAR05

NAEP #: 502002-34

Theme: ATTITUDES.
Subtheme: Rights contained in the First Amendment.

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY.
Subobjective: B. Believe in the freedoms of the First Amendment and can justify their belief.

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Text

Overlap:	17	Adult
Package-Exercise:	09-17	07-16
National P-value:		
RAR05-04	80.64	81.22
Timing: (in seconds)		
RAR05 Part A Stimulus:	19	19
RAR05 Response:	15	*
RAR05 Total:	34	*
RAR05 Part B Stimulus:	2	2
RAR05 Response:	140	*
RAR05 Total:	142	*
RAR05 Exercise Total:	176	*

*Time not limited by paced tape.

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = FREEDOM OF SPEECH; CONSTITUTIONAL RIGHTS; SHOULD BE ABLE TO EXPRESS VIEWS

Age 17 This is a denial of the right of freedom of speech.
Everyone should be able to voice his opinion publicly. He has the freedom of speech.

Adults Freedom of speech.
As a citizen we have the right to voice our opinions and views even if they are for or against the government.
This is basis freedom of speech as set forth in the constitution.

11 = DUTY TO SPEAK VIEW; EVERYONE SHOULD HAVE A VOICE IN THE GOVERNMENT

Age 17 No samples given.

Adults Criticism is important in change of any kind. A policy should not be accepted simply because it is a policy. A person who is a responsible citizen has an obligation to express his views.

12 = ADVANTAGES OF SPEAKING VIEWS

Age 17 I feel that the rebel is the most constructive part of a dynamic society. Without changes, we would still be in the dark ages. The troops abroad represent the policies made by the people of the United States. Therefore, the people should be encouraged to express their view points publicly.

Adults No samples given.

13 = LEGITIMATE CONDITIONAL

Age 17 According to the Constitution of the United States, everyone, regardless of opinion is allowed the freedom to express his views publically as long as he does not advocate violent governmental overthrow, which this example does not.

Adults Anyone should be allowed to speak out and criticize if it does not hurt the security of the country.

Categories and sample responses are listed below.

14 = OTHER ACCEPTABLE RESPONSES

Age 17	It's unfortunate that in a country such as the U.S., people should be condemned for expressing their views. Views on this statement are personal convictions, and no one should be forced into a different mode of thinking. We can't always prohibit things uncomplementary to the U.S.
Adults	No samples given.

20 = CONDITIONAL

Age 17	Freedom of speech states that anyone can express their views publicly as long as it is not in profane language. I believe in the same.
Adults	I think we should be able to criticize publicly only to a certain extent.

21 = "AGREE" + PATRIOTIC STATEMENTS

Age 17	You need troops abroad to halt the battle from spreading to other countries. The people shouldn't criticize the troops in military after all they's helping us.
Adults	No samples given.

22 = "DISAGREE" + STATEMENTS THAT OUR GOVERNMENT'S MILITARY POLICY SHOULD BE CRITICIZED

Age 17	I disagree because I don't think they are being used right. They are killing all our men as well as others. There will soon be no men left and the women will have no husbands.
Adults	No samples given.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 17	No. Because people could say wath there one's.
Adults	They would influence a lot of other people's thinking.

29 = I DON'T KNOW

Should a person who does not believe in God be allowed to hold a public office?

● Yes

○ No

○ Undecided

502012-234

RAR07

○ 0 ○ 0
○ 1 ○ 1
○ 2 ○ 2
○ 3 ○ 3
○ 4 ○ 4
○ 5
○ 6
○ 7
○ 8

STOP DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RAR07

NAEP #: 502012-234

Theme: ATTITUDES.
Subtheme: Rights contained in the First Amendment.

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY.
Subobjective: B. Believe in the freedoms of the First Amendment and can justify their belief.
Subobjective: A. Believe in the fundamental worth of the individual and can justify their belief.
Subobjective: D. Believe in open opportunity for advancement and can justify their belief.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	01-17	06-14	07-21
National P-value:			
RAR07	59.36	62.60	55.64
Timing: (in seconds)			
RAR07 Stimulus:	11	11	11
RAR07 Response:	11	12	*
RAR07 Total:	22	23	*

*Time not limited by paced tape.

A. Should a newspaper or magazine be allowed to publish something that criticizes an elected government official?

○ Yes

○ No

○ Undecided

B. Please give a reason for any answer you selected.

502010-234

RAR08

○ 0	○ 0	○ 0	○ 0
○ 1	○ 1	○ 1	○ 1
○ 2	○ 2	○ 2	○ 2
○ 3	○ 3		○ 3
○ 4	○ 4		○ 4
	○ 5		○ 5
	○ 6		○ 6
	○ 7		○ 7
	○ 8		○ 8
			○ 9

STOP DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

Release #: RAR08

NAEP #: 502010-234

Theme: ATTITUDES.
Subtheme: Rights contained in the First Amendment.

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY.
Subobjective: B. Believe in the freedoms of the First Amendment and can justify their belief.

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	02-21	08-17	08-25
National P-value:			
RAR08-04	40.59	66.12	70.57

Timing: (in seconds)

			13	17	Adult
RAR08	Part A	Stimulus:	13	13	14
RAR08		Response:	16	15	*
RAR08		Total:	29	28	*
RAR08	Part B	Stimulus:	4	4	3
RAR08		Response:	85	86	*
RAR08		Total:	89	90	*
RAR08	Exercise	Total:	118	118	*

*Time not limited by paced tape.

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = FREEDOM OF THE PRESS; CONSTITUTIONAL RIGHTS

Age 13	I believe in the freedom of the press.
	Because we have freedom of speech and the right to criticize the government.
Age 17	The Bill of Right, the first ten amendments to the Constitution guarantee freedom of the press to all American citizens.
	Freedom of press for all newspapers and magazines.
	The constitution provides freedom of the press.
Adults	Freedom of speech and press.
	Freedom of the press is and should be a jealously guarded freedom. If we take away the right of the press to criticize the government, we have taken a dangerous step toward government censorship and an ensuing dictatorial form of government.

11 = RIGHT TO SAY WHAT THEY FEEL

Age 13	They should have freedom to tell their readers what is happening in their state or country.
Age 17	They should because that is there opinion and people should have a right to voice there opinion.
	I think we all have the right to criticize and the press has the right to print it. You should decide for yourself if it is true or false criticism.
Adults	Every publisher has the right to print anything critical of the government or whom ever it wishes.

12 = NEED TO BE INFORMED AND/OR RESULTING CITIZEN ACTIONS

Age 13	Because people have to know what is happening.
	We want to know all about our elected people so we can have the best.
Age 17	Who will know about the government officials if they don't publish it?
	They should let the people in on what kind of government official he is or will make.
Adults	To let the public know.
	This may be a way of making people aware of what is going on.
	Newspapers and magazines are two sources where citizens, especially those in a democracy and are decision makers, can learn how responsive, truthful, and honest their representatives are.

Categories and sample responses are listed below.

13 = HELP THE OFFICIAL; HELP THE COUNTRY

Age 13	Yes, if he is doing a bad job he should know about it.
Age 17	It helps keep them in line.
	Maybe by someone criticizing they might try and start doing things better. They have a lot to straighten out.
Adults	No samples given.

14 = LEGITIMATE CONDITIONAL

Age 13	The article may be printed if it is true (Freedom of Press)
Age 17	If it is true, why not?
Adults	The public should know what's going on unless it effects the country's security.

15 = CONDITIONAL WITH RESPECT TO LIBEL (LIMITS FREEDOM OF THE PRESS)

Age 13	No samples given.
Age 17	It is a free country and the press should be able to criticize whomever they want providing they aren't trying to slander the person.
Adults	Freedom of the press as long as it is not slander.

16 = OTHER ACCEPTABLE RESPONSES

Age 13	If that magazine or newspaper couldn't, this country wouldn't be a democracy it would be under a military or dictator rule.
Age 17	Because if they can criticize anyone else why not the elected government official.
Adults	Some criticism makes people think and discuss. It could prove an individuals mind into thinking for himself and discussion could open a closed mind.

20 = MAY PUBLISH STATEMENTS THAT ARE NOT TRUE

Age 13	Because the paper or magazine may not know the facts or some of the facts could be changed around and mean something false.
Age 17	Most of the papers that are published and criticize a person it is not true anyway. Sometimes it make the person look and feel awful.
Adults	No, I don't think that the reporters should be able to do this because everyone is entitled to a mistake.

Categories and sample responses are listed below.

21 = IT ISN'T FAIR; MAY HURT THE OFFICIAL

Age 13	It is not nice and he may get mad. Because it may be embarassing for him.
Age 17	No, because the man that's elected is trying to do his job. No, because it would ruin the reputation of the official.
Adults	No samples given.

22 = PAPER SHOULD NOT CRITICIZE--NO REASON GIVEN

Age 13	Because that is not right.
Age 17	Because it is none of their business.
Adults	No samples given.

23 = WOULD DESTROY PEOPLE'S CONFIDENCE IN GOVERNMENT; START RIOTS

Age 13	Because this could cause a real big confusion. It hurts the pride of the government. Some people can go up and try to take him out of office by force.
Age 17	Because there might be a war.
Adults	I don't think it is right. It will hurt their power and respect for the government. Also this person would have a rough time being re-elected.

25 = CONDITIONAL: OTHER CONDITIONS

Age 13	Undecided. My reason is because it depends on what the government official is being criticized on.
Age 17	I think it depends on who the government official is, and also who the newspaper reporter is! It would depend on how criticle the article was.
Adults	I believe so but only if the official has an opportunity to defend himself.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 13	The publishers would be in trouble. Because the government official might find out about it.
Age 17	No, a constitutional amendment prohibits such action. No, they are already elected so we should support them.
Adults	Newspapers and magazines should print news and be truthful and fair. The people voted him or her in and so they should be with him and not against him.

29 = I DON'T KNOW

(Before reading this exercise, give respondent the supplementary package opened to page 6.)

A. In the picture, there are many people gathered together in a public park. They are demanding changes which you do not agree with. Should these people be allowed to gather and make their demands in a public place?

○ *Yes (Go to B)*

○ *No (Go to B)*

○ *Undecided (Go to B)*

○ *No response (After 10 seconds, go to next exercise)*

B. Please explain your answer.

(Stop if no response is given in 10 seconds.)

⓪	⓪
①	①
②	②
③	③
④	④
	⑤
	⑥
	⑦
	⑧

B

⓪	⓪
①	①
②	②
	③
	④
	⑤
	⑥
	⑦
	⑧
	⑨

SD2007-234

RAR11

BEST COPY AVAILABLE

(Continued)

SD2007-234

RAR11

Release #: RAR11

NAEP #: 502007-234

Theme: ATTITUDES.
Subtheme: Rights contained in the First Amendment.

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY.
Subobjective: B. Believe in the freedoms of the First Amendment and can justify their belief.

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal/Visual-Picture

Overlap:	13	17	Adult
Package-Exercise:	08-11	10-12	01-02
National P-value:			
RAR11-04	53.46	79.61	71.87

Timing: No paced tape was used in this individually administered exercise.

Copyright Information:

National Assessment Photograph by Tip High.

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = REFERENCE TO CONSTITUTIONAL RIGHTS OR APPROVAL OF THE RIGHT OF ASSEMBLY

Age 13 They have just as much right to free speech as I do.
Freedom of speech in America allows this. They should say what they think. The demonstration could change things by arousing other people that agree with them.

Age 17 Free Speech.
They should be given the right to express themselves. There is no law against them gathering together.
The consitution quarantees free speech for everyone.
This is provided for in our Constitution--freedom of assembly. They have the right to make their views known--freedom of speech. Just because they disagree with me means that they are wrong.

Adults The constitution gives them this right.
It is their right granted to all people to gather and to speak freely. They has as much right as people I might agree with have.
I think in a true democracy there should be freedom of expression in public places. No.

11 = YES, BUT CONSIDERS RIGHTS OF OTHERS

Age 13 They have the right but it could get out of hand.
Because it is public, anyone should be able to gather there, providing they do no destruction.
If there aren't any violent they should be allowed to have their say.

Age 17 They have a right to do what they want, as long as it doesn't disturb anyone else. A public place is for the public.
They have freedom of assembly as long as they do not destroy property, make a lot of noise and disturb what other people are doing.

Adults Yes as long as it doesn't interfere with the rights of others and is conducted in a peaceful manner and they have a permit.
Well! Thats one of the bases of our country. We have a right to descent if it isn't of a violent nature.

Categories and sample responses are listed below.

12 = IT'S EDUCATIONAL TO HEAR DIFFERENT VIEWPOINTS EXPRESSED

Age 13	Because if they think something is right they should go out and try to prove it.
Age 17	This shows people who are in that public place somethings they might not know. Cause if they don't the other people don't know how they feel. By doing this they are showing other people they are interested in what they are doing.
Adults	No samples given.

13 = INSTRUMENT FOR SOCIAL CHANGE

Age 13	I suppose they have a write to do this if they want the certain changes.
Age 17	The people want action now! We can't wait for our city council or state government to do something, they take too long! We want they to get a clear picture of our feelings, and this is the way to do it!
Adults	Sometimes this is the only way officials recognize there are problems.

14 = YES, AFTER GETTING PERMISSION

Age 13	If they have a permit. To express their own views.
Age 17	Because they have rights just like I do. If they feel their rights are abused they have the right to assemble if they have a permit.
Adults	No samples given.

15 = OTHER ACCEPTABLE RESPONSES

Age 13	No samples given.
Age 17	They are just as equal as anyone else. Respecting opinions of other, it's not right to put your own opinions above those of others without reasoning them out.
Adults	Just because I don't agree with them is no sign they cannot do this. Their ideas will be as valid as my own. Just because we disagree there is no necessity to believe I must be right and they must be wrong.

Categories and sample responses are listed below.

20 = OTHER CONDITIONAL RESPONSES

Age 13	Depends on what they were against. Maybe they want less income tax. I don't think they should be doing it because they could get in trouble.
Age 17	If that's the only way they'll be heard.
Adults	Under certain conditions they should be allowed.

21 = PARKS ARE FOR RECREATION

Age 13	A public park is a place for children to play in, not for people to come in and riot. Public parks are not made for riots. Parks are used for recreation.
Age 17	No samples given.
Adults	Public place is set up for people to enjoy it--to use it as a meeting place is wrong.

22 = NO, THEY SHOULD NOT USE A PUBLIC PARK

Age 13	Because they should not use a public park. No, the park is a public place where everybody can go, they can go some place else.
Age 17	No samples given.
Adults	They should not be doing this in a public place.

23 = THEY DO NOT HAVE THE RIGHT; THEY CANNOT USE A PUBLIC PARK

Age 13	Because they do not have the right to protest in a public place like a park.
Age 17	They don't have the right to go around with signs and make a big deal of it.
Adults	No samples given.

24 = NO, BECAUSE THEY MIGHT DO SOME HARM

Age 13	They make too much noise and screaming. They could murder somebody. They might start a riot. They disturb people in houses.
Age 17	It only causes confusion and fighting.
Adults	No samples given.

Categories and sample responses are listed below.

25 = ALTERNATE PROCEDURE

Age 13	They should vote on their grievance instead of crowding the park. If they want to do something get petitions signed and give to people who can do something about the problem.
Age 17	I feel as if these people want it bad enough there should be a place and they should fill it out on a card and then it should be taken into consideration.
Adults	I don't feel like this is the right way to go about it. If its change these people want they can do it through right channels, like civilized people. Resorting to change in this manner leads to mobs and riots--which is a report back to animalism--creates hate and resentment.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 13	Those who disagree with them cannot go there and use the park at the same time. Cause they aren't going to get nothing out of it.
Age 17	What can they do just picketing like that. It's not going to help any. Vote free.
Adults	Because of insufficient bathroom facilities for such a large group. I just don't think they should--that's all.

29 = I DON'T KNOW

A. Do you think people should be allowed to picket the holding of a rock festival as a protest against it?

○ *Yes (Go to B)*

○ *No (Go to B)*

○ *Undecided (Go to B)*

○ *No response (After 10 seconds, go to C)*

B. Please give a reason for your answer.

(After response OR if no response is given in 10 seconds, go to C.)

SD2016-34

RAR12

B

○0 ○0
○1 ○1
○2 ○2
○3
○4
○5
○6
○7
○8
○9

(Continued)

C. Do you think people should be allowed to picket a police station to protest reported police brutality?

○ *Yes (Go to D)*

○ *No (Go to D)*

○ *Undecided (Go to D)*

○ *No response (After 10 seconds, go to next exercise)*

D. Please give a reason for your answer.

(Stop if no response is given in 10 seconds.)

502016-34

RAR12

D

Release #: RAR12

NAEP #: 502016-34

Theme: ATTITUDES.
Subtheme: Rights contained in the First Amendment.

Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY.
Subobjective: B. Believe in the freedoms of the First Amendment and can justify their belief.

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Text

Overlap:	17	Adult
Package-Exercise:	12-10	02-01
National P-value:		
RAR12A02	42.26	55.96
RAR12B02	40.34	44.03

Timing: No paced tape was used in this individually administered exercise.

RAR12
PART B
502016-34

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = RECOGNIZES CONSTITUTIONAL FREEDOM OR RIGHT TO PICKET

Age 17 People have the right.
Bill of Rights--freedom of speech. I believe that orderly picketing can do no harm.
They have a right to picket things just as parents do.
Adults Citizens of a democracy are guaranteed the right to protest.
This is a free country.
Picketing is a form of freedom of speech.

11 = SHOULD BE ALLOWED - REFERENCES TO FAIRNESS

Age 17 If they can have a rock concert it is fair for the others to protest it.
If they weren't allowed to, no one else would be allowed to picket anything.
Adults Its a free country--others are allowed to picket--why not if they want to?

12 = CONDITIONAL: CONCERN FOR PUBLIC SAFETY (MUST GIVE YES OR UNDECIDED TO A)

Age 17 As long as it's peaceful.
Adults Everybody should be allowed to express their own views as long as they don't infringe on the rights of others.
I think it is alright as long as it isn't of violent nature.
As long as they are peaceful and don't interrupt. They don't have a right to interrupt the festival but they can protest.

13 = CONDITIONAL: LEGAL PERMISSION (MUST GIVE YES OR UNDECIDED TO A)

No samples given.

Categories and sample responses are listed below.

14 = YES, BUT INDICATES CONCERN ABOUT ROCK FESTIVAL PROBLEMS

Age 17	It is harming the lives of other people.
	Like at woodstock traffic was blocked and there was a problem of food and sanitation.
	Because they would make a mess of the grounds.
Adults	A lot of rock festivals are noted for having dope and they disturb the peace.
	Well! From what I've seen most rock festivals seem to tear up the country side or where they hold it. If they want to stop the use of illegal drugs and pot they ought to be able to protest against it.
	Because of the things that go on at a rock festival that shouldn't.

15 = OTHER ACCEPTABLE RESPONSES

All ages	It would be one way to keep more people from going in and would show how you feel.
	It's like any other public demonstration. It's an expression of their feelings.

20 = CONDITIONAL

Age 17	As long as they don't bother anybody and nobody bothers them.
Adults	If that rock festival is interfering with their rights - if they think so - they have the right to protest.
	If they are quiet about it.

21 = STATEMENTS WHICH WOULD NOT PERMIT PICKETING BECAUSE THEY SUPPORT OR SEE NOTHING WRONG WITH ROCK FESTIVALS

Age 17	Not a rock festival. It's an enjoyment for some people. No one pickets a golf course and that may be their enjoyment. They paid to see it, they should be able to enjoy it.
	I feel that a rock festival isn't hurting anyone and therefore should be no reason to protest it.
	See no reason for not having the rock festival. Don't picket--just leave.
Adults	Cause a rock festival is someplace where you're supposed to listen to music - not picket.

Categories and sample responses are listed below.

22 = INDICATION THAT PICKETING SHOWS DISRESPECT FOR THE LAW OR IS NOT RIGHT

No samples given.

23 = PEOPLE DO NOT HAVE A RIGHT TO PICKET, BECAUSE OTHER PEOPLE HAVE A RIGHT TO HAVE A ROCK FESTIVAL

Age 17	The old people have concerts, so why shouldn't the young people have the same right?
Adults	If people want to go out and have a rock festival, I think they should be able to.
	I feel it is going against constitutional rights of persons holding rock festivals. You have the right to attend or not attend, but just because you don't agree with the rock festival doesn't give you the right to picket it.

25 = ALTERNATE PROCEDURE

Age 17	I don't think people should go against something so many people like. They should compromise in a decent way.
	They ought to take it to the law and get it worked out that way, and not take the law into their own hands.
	They should find another way. If they don't like it, to talk to the mayor of the city or other city managers.
Adults	I'm just against people protesting out in public. I think there's a way to do it without protesting.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 17	If they don't like rock music.
	Why would they want to picket it?
	They shouldn't be having rock festivals in the first place.
	The people had to agree on it, for it to be there in the first place.
	The people who protest are those who don't dig the younger generation.
Adults	I'm basically against picketing. It could cause problems. Fights and hassles with the police.
	If they want to they can, but I don't think it will help them.

29 = I DON'T KNOW

SCORING GUIDE: PART D

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = RECOGNIZES CONSTITUTIONAL RIGHT TO PICKET

Age 17	Freedom of speech. Freedom to do what they want. It is a free country. They have the right to picket there. If police are beating on you, it's not right. Why not picket and see what you can do about it.
Adults	We are given the right to protest in this country. People have a right to picket peacefully if they can't agree. This is the only form they have of protesting. In a true democracy, everyone has the right to voice their dissention. They have the right to express their point of view. It's a way to say they disagree. It is the right of the people to speak up and be heard without worry that they will pay for this right.

11 = SHOULD BE ALLOWED - REFERENCES TO FAIRNESS

No samples given.

12 = CONDITIONAL: CONCERN FOR PUBLIC SAFETY (MUST GIVE YES OR UNDECIDED TO A)

All ages	As long as it's a peaceful demonstration, I don't see that that's any problem. Right to protest, but protest should not impair law enforcement. People should have a right to protest as long as it did not disrupt the functioning of the people of the police department.

13 = CONDITIONAL: LEGAL PERMISSION (MUST GIVE YES OR UNDECIDED TO A)

No samples given.

Categories and sample responses are listed below.

14 = YES, BUT INDICATES CONCERN ABOUT THE PROBLEM OF BRUTALITY

Age 17	Because sometimes the cops get out of hand and let the power go to their heads.
	If the truth comes out under pressure, it would either clear up the scandal or cause a constructive change on the part of the police.
	Maybe it was a friend that got beat up for no reason at all.
Adults	Not all policemen are right.
	Keep the police from thinking they can do as they please because they carry guns and the name of the law on them.

15 = OTHER ACCEPTABLE RESPONSES

Age 17	If you feel something is wrong, make yourself heard.
	A good way to express how you feel.
Adults	It is a very effective means of a public expression.
	This is a way to get publicity especially if there are some rumors of police brutality.

20 = CONDITIONAL

Age 17	Have the right to picket provided they have a sincere base for their protest.
	If they have proof of it they should be able to protest it.
	If it's in their community and it's real bad.
	Maybe the person was wrong. If the police was armed then they should picket.
Adults	If they have a good reason.
	"Reported" police brutality is not necessarily valid. Proven police brutality may be a good reason for picketing a police station.

21 = STATEMENTS WHICH WOULD NOT PERMIT PICKETING BECAUSE THEY SUPPORT POLICE

Age 17	Police have to protect the public in any way they can.
	The police department is put there to protect the people and their valuables, and if a policeman is charged with brutality he must have a good reason for having done it.
Adults	Police just doing their job.
	The policemen are our city government. Their job is hard and we have to support them if there is to be law and order.
	Well maybe the prisoners did something they shouldn't have done, and they were trying to protect their selves.

Categories and sample responses are listed below.

22 = INDICATION THAT PICKETING SHOWS DISRESPECT FOR THE LAW OR IS NOT RIGHT

Age 17 I don't think people should go against the law. It is for our own protection. No one should destroy any police grounds or property.
Adults I think picketing is all wrong to begin with.
We should respect the law.

25 = ALTERNATE PROCEDURE

Age 17 That should be decided in court.
They should go to the police's superiors.
I think that to protest, it is a violent way in a sense. They could get better results if they were to find other means to get their point across.
Adults Usually things like that can be brought up at city council meetings and have organized arguments. Picketing never accomplishes anything.
I think they can find other ways than by just walking around with signs. There are letters they could write or attend court sessions or things like this.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 17 I wouldn't but some others might.
The people who picket would be in sympathy with the victim.
That's useless, it won't do anything.
Because if they didn't see the brutality, they really don't know the truth about it.
Adults Because, there is always a lot of stuff going on around a police station and people would just be in the way and they couldn't get their job done.
I really think the reports and actual facts have to be closely analized.
I don't feel picketing is the answer to any problem. I don't say there aren't cases of police brutality. If there is police brutality picketing would contribute more to the problem than help.

29 = I DON'T KNOW

Timmy bought a toy car for $1.50. He had to give the man $1.56.

The extra six cents was probably for which one of the following?

○ Interest

● Taxes

○ A tip

○ Wrapping

○ I don't know.

403017-1

RKED1

STOP

DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RKE01

NAEP #: 403017-1

Theme: KNOWLEDGE.
Subtheme: Economics.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: C. Understand some of the major characteristics of economic systems, especially the American economic system.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap: 9
Package-Exercise: 04-08
National P-value:
RKE01 83.18

Timing: (in seconds)
RKE01 Stimulus: 20
RKE01 Response: 30
RKE01 Total: 60

Jane went to the store with her mother. Her mother said, "Eggs cost more today than they did last month."

Which one of the following sentences gives a good reason why the eggs cost more today than they did last month?

○ The chickens are laying more eggs.
● The store owner is paying his workers more money.
○ There are more eggs in the store than people can buy.
○ People are not buying as many eggs as they used to buy.

○ I don't know.

403007-1
RKE02

STOP DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RKE02

NAEP #: 403007-1

Theme: KNOWLEDGE.
Subtheme: Economics.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: C. Understand some of the major characteristics of economic systems, especially the American economic system.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap: 9
Package-Exercise: 03-14
National P-value:
RKE02 43.87

Timing: (in seconds)
RKE02 Stimulus: 33
RKE02 Response: 18
RKE02 Total: 61

Billy went to a department store with his mother. As they went into the store, Billy saw a sign in the store window. The sign looked like this:

BUY NOW
PAY LATER

Which one of the following sentences tells what the sign means?

○ The store is having a sale.
○ Some things in the store are free.
● You can pay at another time for what you buy today.
○ You can trade something you have for something you want.

○ I don't know.

403021-1
RKE04

STOP

DO NOT GO ON TO THE NEXT
PAGE UNTIL TOLD TO DO SO.

Release #:	RKE04
NAEP #:	403021-1

Theme:	KNOWLEDGE.
Subtheme:	Economics.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.

Subobjective: C. Understand some of the major characteristics of economic systems, especially the American economic system.

Exercise Type:	Multiple choice
Scoring Type:	Machine
Administration Mode:	Group
Stimulus Type:	Text

Overlap:	9
Package-Exercise:	01-20
National P-value:	
RKE04	88.93

Timing: (in seconds)

RKE04	Stimulus:	34
RKE04	Response:	44
RKE04	Total:	89

Economists divide purchases into two groups: producer goods and consumer goods. A farmer buys seed, fertilizer, a tractor and a new coat for his wife.

Which one of the things that the farmer bought is in the group of consumer goods?

○ Seed
○ Tractor
○ Fertilizer
● New coat for his wife

○ I don't know.

403010-234
RKED7

STOP DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RKE07

NAEP #: 403010-234

Theme: KNOWLEDGE.
Subtheme: Economics.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: C. Understand some of the major characteristics of economic systems, especially the American economic system.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	04-17	01-09	06-12
National P-value:			
RKE07	57.05	81.24	78.51
Timing: (in seconds)			
RKE07 Stimulus:	27	26	24
RKE07 Response:	9	8	*
RKE07 Total:	46	45	*

*Time not limited by paced tape.

Which of the following things happen when a country becomes highly industrialized?

B. There is greater emphasis on individual craftsmanship.

○ Yes
● No

○ I don't know.

C. There is a movement of people from rural to urban parts of the country.

● Yes
○ No

○ I don't know.

405010-234
RKED9

Release #: UKE09
RKE09

NAEP #: 405010-234

Theme: KNOWLEDGE.
Subtheme: Economics.
Subtheme: History.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: E. Understand some of the major historical developments.
Subobjective: C. Understand some of the major characteristics of economic systems, especially the American economic system.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	02-02	04-11	02-16
National P-value:			
UKE09A	65.48	60.26	51.64
RKE09B	40.77	66.00	52.47
RKE09C	67.44	78.34	83.42
UKE09D	20.29	29.66	27.77
Timing: (in seconds)			
Introduction:	8	7	7
UKE09A Stimulus:	6	7	7
UKE09A Response:	11	11	*
UKE09A Total:	26	27	*
RKE09B Stimulus:	7	7	7
RKE09B Response:	13	12	*
RKE09B Total:	25	24	*
RKE09C Stimulus:	8	8	8
RKE09C Response:	14	12	*
RKE09C Total:	28	24	*
UKE09D Stimulus:	9	9	9
UKE09D Response:	13	12	*
UKE09D Total:	31	29	*
Exercise Total:	118	111	*

*Time not limited by paced tape.

The term "monopoly" describes a situation in which the market price of goods and services is established by which one of the following?

○ Many sellers
○ A single buyer
○ Many buyers and sellers
● A single seller or a small group of sellers

○ I don't know.

403032-34
RKE12

133

STOP DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

Release #: RKE12

NAEP #: 403032-34

Theme: KNOWLEDGE.
Subtheme: Economics.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: C. Understand some of the major characteristics of economic systems, especially the American economic system.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	17	Adult
Package-Exercise:	03-07	08-20
National P-value:		
RKE12	51.16	56.40

Timing: (in seconds)		
RKE12 Stimulus:	21	19
RKE12 Response:	31	*
RKE12 Total:	62	*

*Time not limited by paced tape.

If the United States government were to stop supporting farm prices and allow agricultural prices to seek their own level, OVER THE LONG RUN which one of the following would MOST likely take place?

○ There would be fewer farmers and agricultural output would fall.

● There would be fewer but larger farms and output would continue to increase.

○ The number of family-size farms would increase and they would be more mechanized.

○ There would be no reduction in the number of farms, but the income of farmers would be lower.

○ I don't know.

403031-34

RKE13

STOP

DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RKE13

NAEP #: 403031-34

Theme: KNOWLEDGE.
Subtheme: Economics.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: C. Understand some of the major characteristics of economic systems, especially the American economic system.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	17	Adult
Package-Exercise:	06-06	06-24
National P-value:		
RKE13	21.34	30.34
Timing: (in seconds)		
RKE13 Stimulus:	38	37
RKE13 Response:	31	*
RKE13 Total:	81	*

*Time not limited by paced tape.

The European Common Market was formed for which one of the following purposes?

○ To unite the former colonies of Great Britain

○ To strengthen the economies of underdeveloped countries

○ To keep peace in Europe by establishing a common armed force

● To establish a pattern for the freer flow of resources among its membership

○ I don't know.

403011-234

RKE14

STOP DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

Release #: RKE14

NAEP #: 403011-234

Theme: KNOWLEDGE.
Subtheme: Economics.
Subtheme: History.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: C. Understand some of the major characteristics of economic systems, especially the American economic system.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	06-04	07-15	07-17
National P-value:			
RKE14	22.14	44.64	55.06
Timing: (in seconds)			
RKE14 Stimulus:	24	25	24
RKE14 Response:	11	10	*
RKE14 Total:	45	45	*

*Time not limited by paced tape.

The following statements describe various economic conditions. For each statement fill in the oval which BEST describes where the stated condition exists. The answer may be the United States only or Russia only or BOTH the United States and Russia.

A. The country is rich in natural resources.

○ United States only
○ Russia only
● Both the United States and Russia

○ I don't know.

D. The organization of industry is based on government ownership and control.

○ United States only
● Russia only
○ Both the United States and Russia

○ I don't know.

403001-234
RKE15

Release #: RKE15
UKE15

NAEP #: 403001-234

Theme: KNOWLEDGE.
Subtheme: Economics.
Subtheme: Geography.
Subtheme: History.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: C. Understand some of the major characteristics of economic systems, especially the American economic system.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	03-15	03-10	03-05
National P-value:			
RKE15A	54.11	71.76	72.42
UKE15B	34.83	59.71	72.02
UKE15C	33.85	21.65	21.40
RKE15D	53.55	79.24	71.98
Timing: (in seconds)			
Introduction:	22	20	21
RKE15A Stimulus:	11	10	9
RKE15A Response:	20	21	*
RKE15A Total:	39	40	*
UKE15B Stimulus:	13	12	11
UKE15B Response:	20	20	*
UKE15B Total:	37	36	*
UKE15C Stimulus:	13	13	11
UKE15C Response:	20	20	*
UKE15C Total:	38	37	*
RKE15D Stimulus:	13	13	11
RKE15D Response:	20	22	*
RKE15D Total:	40	41	*
Exercise Total:	176	174	*

*Time not limited by paced tape.

A major American manufacturing corporation seeks to establish a branch plant in a country that has rich natural resources but very little industry. The leaders of the nation turn down the American corporation's request.

What reasons can you give for the decision made by the leaders of the foreign nation?

(1) ____

____

____

____

____

(2) ____

____

____

____

____

(3) ____

____

____

____

____

(If respondent answers "None" OR no response is given in 10 seconds, go to next exercise.

If respondent pauses after first response ask, "Can you think of any other reasons for the decision made by the foreign country?"

Stop after 3 responses OR when respondent says "No" OR no response is given in 10 seconds.)

			(1)			(2)			(3)	
0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2
3	3		3	3		3	3		3	3
4	4		4	4		4	4		4	4
	5		5	5		5	5		5	5
	6		6	6		6	6		6	6
	7		7	7		7	7		7	7
	8		8	8		8	8		8	8
			9	9		9	9		9	9

406001-34
RKE16

Release #: RKE16

NAEP #: 406001-34

Theme: KNOWLEDGE.
Subtheme: Economics.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.
Subobjective: C. Understand some of the major characteristics of economic systems, especially the American economic system.

Exercise Type: Short answer
Scoring Type: Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal

Overlap:	17	Adult
Package-Exercise:	12-09	07-02
National P-value:		
RKE16-24	52.33	51.49

Timing: No paced tape was used in this individually administered exercise.

RKE16
406001-34

SCORING GUIDE

Categories and sample responses are listed below.

000 = NO RESPONSE

101 = IDEOLOGICAL FACTORS NOT DIRECTED SPECIFICALLY TO U.S.

All ages If they're Communists, they wouldn't let us.
Didn't want a capitalistic country trying to industrialize them.
Political regime not compatible with the American corporation.

102 = OPPOSITION TO POLITICAL OR ECONOMIC POLICIES OF U.S. GOVERNMENT

All ages Maybe they weren't in agreement with the thinking of the country that the company was giving the aid belonged to.
They may not agree with some U.S. foreign policy.

103 = FEAR INFLUENCE OF U.S. GOVERNMENT OR OF FIRM ON THEIR POLITICAL STRUCTURE

Age 17 Maybe the foreign country didn't like the United States.
They may be afraid that we will take over and run their country.
Probably don't want anything to do with our industries because we would take it all over.
They don't want interference in their affairs.
A lot of people regard America as imperalistic country and they might think that America wants to come in and take over.
They have control of the country and don't want to yield any power to anyone else.

Adults Fear of American oppression and leadership.
Make them dependable and obligate them too much toward the U.S.
Afraid they would be exploited.
Fear of the influence that foreigners would have upon the people and their way of life.

104 = POLITICAL AND ECONOMIC INFLUENCES OF OTHER NATIONS

All ages They could be communist backed or funded.
It depends - if they were more on a communist side, they'd want trade with a different country than ours.

RKE16
406001-34

Categories and sample responses are listed below.

105 = COMPETITION FROM OTHER FIRMS OR COUNTRIES

All ages Maybe another country made a better offer to them.
Competitive situation where someone else may be interested in the natural resources.

106 = FEAR DAMAGE TO INFANT INDUSTRIES OF THEIR OWN

Age 17 Usually when American business goes in, it usually takes over the other business.
Don't want competition.
Adults If we employ their citizens, there would be less people for them to employ.

107 = DESIRE TO DEVELOP THEIR OWN INDUSTRIES AND RESOURCES

Age 17 They felt they would rather do it themselves.
They wanted to nationalize the oil or what ever it is.
Their government maybe felt they could make it on their own.
They just don't want the resources used - they might be keeping them until later needed.
Adults Keep resources for themselves. They look forward to later developing with their own future and rate of development.
That country would like to establish its own industry.

108 = PRODUCT OR INDUSTRY DOES NOT FIT INTO COUNTRY'S ECONOMIC OR SOCIAL PRIORITIES

Age 17 Don't want a little industry - prefer a bigger one and could get more money for it.
It could be against their religion or moral values.
They may have determined that the product of industry is more hazardous than beneficial to the country.
Adults No samples given.

109 = ADVERSE EFFECTS ON OR NO BENEFIT TO THE NATION'S ECONOMY

Age 17 They probably wouldn't profit any by it.
Adults We're less likely to import their products, we'd be importing our own back into our country.
The money will be leaving the country and not benefiting them.
They may not have offered the country enough of the profits.

Categories and sample responses are listed below.

110 = ADVERSE EMPLOYMENT PRACTICES OF THE U.S. FIRM

Age 17	All executives would be American and if in time they wished to take over it would be difficult. Their people may not be trained and therefore people would have to be brought in.
Adults	Because they underpay their employees--such as in Japan they only pay people pennies a day. It may take people out of their present jobs into our jobs. There may be problems among workers of a foreign country. They fear Americans will take the jobs from their people.

111 = ADVERSE EFFECTS ON NATURAL RESOURCES OF THE COUNTRY

Age 17	They didn't want their resources ruined and depleted. They have probably seen other small nations natural resources depleted by the same thing and do not care to have it done to them. They don't want to use up their resources.
Adults	After resources are used up there would be only waste. They may feel Americans will take over their resources.

112 = PREVIOUS BAD EXPERIENCES WITH FOREIGN INVESTORS

Age 17	Because of previous association with the Americans. Maybe because of war or colonialization. They have seen through history how American nations are greedy when they have gone into a country.
Adults	No samples given.

113 = DON'T LIKE AMERICANS OR AMERICANIZATION

Age 17	They didn't want Americanization to start in their country. Maybe they just don't want Americans there. They might resent American intrusion into their country.
Adults	Don't particularly like American ideals. Over-population, bring more American families and workers into their country.

114 = FEAR OF FOREIGNERS IN GENERAL

All ages	They wanted to keep the foreigners out. Maybe there was a feeling that maybe the foreigners were trying to steal it from them. They might not want a foreign industry in their country because it might cause trouble. Hate for all type of foreign intervention.

Categories and sample responses are listed below.

115 = POLLUTION

All ages	By seeing the pollution problem in the U.S.
	Maybe they're afraid of pollution cause they probably don't have any.
	Air pollution and noise.
	They don't want their environment spoiled.
	Possible threat of pollution and damage the country.

116 = POLITICAL - SOCIAL DISLOCATION

Age 17	A lot of people would move in and get overpopulated.
	Didn't want large industry to come in and disrupt customs of their country.
	Did not want city to put up with all the problems that go with industry.
Adults	Too much growth too fast for them.
	They might be afraid their people would make too much money and become too independent.
	It would make too many changes that they wouldn't want.

117 = DESTROY FLORA, FAUNA, OR LAND

Age 17	It'd take up their land and if they grew real good crops on it, it would ruin their land.
	Because they want to preserve their wildlife and forestry.
Adults	Fear of destruction of their land by a foreign power.
	It might disturb the natural beauty of the area.

118 = OTHER ACCEPTABLE RESPONSES

Age 17	They don't like what the company stands for.
	People of their own country would resent this.
	Maybe they weren't friendly with the corporation.
Adults	Weaken the power of the dictatorship with their people.
	Possibly they picked the wrong area of the country to locate and where they don't want industry.

251 = COMMON DISPARAGING GENERALIZATIONS

Age 17	They don't want to be up to date.
	They don't want progress and they like what they have.
	Probably didn't know enough about the industry and didn't try to find out.
Adults	They are stupid; lack of education.
	Ignorance of what can be done economically for them.

Categories and sample responses are listed below.

252 = INCORRECT REASONS

Age 17
They didn't need any of their help.
They don't want any more industry in their country.
Most likely they can get whatever by trade.
I guess because they didn't have enough land.
Not enough workers.
Maybe they don't want to get modernized.

Adults
They may not care to have the nation become industrialized.
They may wish to keep the people poor so as to make them dependent on their leaders.
The employment rate in this community may be up--new industry not needed.

298 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 17
They don't have enough money or trading materials.
The American has enough big industry.
The big company might use it as a tax write-off.
They don't want us to progress any further.
Not worth the time.
They're not used to having industry.
There would probably be a money shortage.
Look at our industries now.

Adults
Upset the economy.
It would be taking up a lot of their space when they usually need it.
Special interest groups want to keep the wage standard low.
The little people are happy the way it is now.

299 = I DON'T KNOW

All ages
I don't see any reasons.
I can't see why they would turn down the American manufacturer.

Acceptable: Named two things in categories 101-118.

Most of the Great Lakes are located on the border of the United States and which other country?

● Canada

○ England

○ Mexico

○ The Soviet Union

○ I don't know.

404017-1

RKGD1

148 STOP DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RKG01

NAEP #: 404017-1

Theme: KNOWLEDGE.
Subtheme: Geography.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: D. Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap: 9
Package-Exercise: 03-16
National P-value:
RKG01 50.93

Timing: (in seconds)
RKG01 Stimulus: 14
RKG01 Response: 36
RKG01 Total: 60

Fill in the oval beside the word "Yes" for each river listed if it is in the United States. Fill in the oval beside the word "No" if the river is NOT in the United States. If you do not know the answer, fill in the oval beside "I don't know." An example is done for you.

Example:

Is the Nile River located in the United States?

○ Yes

● No

○ I don't know.

You would fill in the oval beside "No" as is shown, because the Nile River is not in the United States. Now you do A through E in the same way.

A. Is the Amazon River located in the United States?

○ Yes

● No

○ I don't know.

404018-1

RKG02

PLEASE GO ON TO THE NEXT PAGE.

(Continued)

B. Is the Mississippi River located in the United States?

● Yes

○ No

○ I don't know.

D. Is the Ohio River located in the United States?

● Yes

○ No

○ I don't know.

404018-1

RK1502

STOP DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

Release #: RKG02
UKG02

NAEP #: 404018-1

Theme: KNOWLEDGE.
Subtheme: Geography.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: D. Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap: 9
Package-Exercise: 02-02
National P-value:
RKG02A 57.35
RKG02B 79.91
UKG02C 61.01
RKG02D 68.33
UKG02E 60.61

Timing: (in seconds)
Introduction: 46
RKG02A Stimulus: 8
RKG02A Response: 15
RKG02A Total: 31
RKG02B Stimulus: 7
RKG02B Response: 13
RKG02B Total: 25
UKG02C Stimulus: 8
UKG02C Response: 16
UKG02C Total: 27
RKG02D Stimulus: 7
RKG02D Response: 14
RKG02D Total: 25
UKG02E Stimulus: 8
UKG02E Response: 13
UKG02E Total: 26
Exercise Total: 180

Which one of the following states borders on the Pacific Ocean?

● California

○ Florida

○ New York

○ Texas

○ I don't know.

404021-1

RKG04

STOP

DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RKG04

NAEP #: 404021-1

Theme: KNOWLEDGE.
Subtheme: Geography.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: D. Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap: 9
Package-Exercise: 04-20
National P-value:
RKG04 42.57

Timing: (in seconds)
RKG04 Stimulus: 11
RKG04 Response: 9
RKG04 Total: 30

Which one of the following states borders on the Atlantic Ocean?

○ California

○ Nebraska

● New York

○ Ohio

○ I don't know.

404022-1

RKGDS

○0	○0
○1	○1
○2	○2
○3	○3
○4	○4
	○5
	○6
	○7
	○8

STOP DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

Release #: RKG05

NAEP #: 404022-1

Theme: KNOWLEDGE.
Subtheme: Geography.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: D. Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap: 9
Package-Exercise: 01-14
National P-value:
RKG05 37.37

Timing: (in seconds)
RKG05 Stimulus: 12
RKG05 Response: 10
RKG05 Total: 32

Which one of the following sentences tells why Christopher Columbus first sailed westward from Europe?

○ To trade with Africa

○ To start a colony in the New World

● To find a water route to India or Asia

○ To bring religion to the natives of the New World

○ I don't know.

405031-12

RKG08

157

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176

Release #: RKG08

NAEP #: 405031-12

Theme: KNOWLEDGE.
Subtheme: Geography.
Subtheme: History.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: E. Understand some of the major historical developments.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	9	13
Package-Exercise:	01-10	05-01
National P-value:		
RKG08	24.36	70.46
Timing: (in seconds)		
RKG08 Stimulus:	20	18
RKG08 Response:	30	23
RKG08 Total:	60	51

The table below gives the latitude and longitude of five places which are assumed to be at the same altitude. Use the information given in the table to answer the question below it.

Place	Latitude	Longitude
A	2° N	65° W
B	46° S	171° E
C	42° N	83° W
D	48° N	14° E
E	30° S	31° E

Which one of the five places probably has the WARMEST climate?

● A

○ B

○ C

○ D

○ E

○ I don't know.

○0 ○0
○1 ○1
○2 ○2
○3 ○3
○4 ○4
○5
○6
○7
○8

404029-234
RKGD9

STOP

DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RKG09

NAEP #: 404029-234

Theme: KNOWLEDGE.
Subtheme: Geography.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.

Subobjective: D. Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text/Table

Overlap:	13	17	Adult
Package-Exercise:	07-08	02-12	03-20
National P-value:			
RKG09	29.87	33.74	22.00
Timing: (in seconds)			
RKG09 Stimulus:	27	31	23
RKG09 Response:	53	43	*
RKG09 Total:	90	85	*

*Time not limited by paced tape.

Ali lives in the hot, dry desert. Ali's family lives a day's camel ride from the market.

Which one of the following is the BEST reason for Ali to use a camel to go to the market?

○ It is fun to ride a camel.

○ A camel listens to Ali's orders.

○ A camel's humps keep Ali from falling off.

● A camel can travel a long distance without drinking water.

○ I don't know.

404012-1

RKG10

STOP

DO NOT TURN THE NEXT PAGE
UNTIL TOLD TO DO SO.

180

Release #: RKG10

NAEP #: 404012-1

Theme: KNOWLEDGE.
Subtheme: Geography.

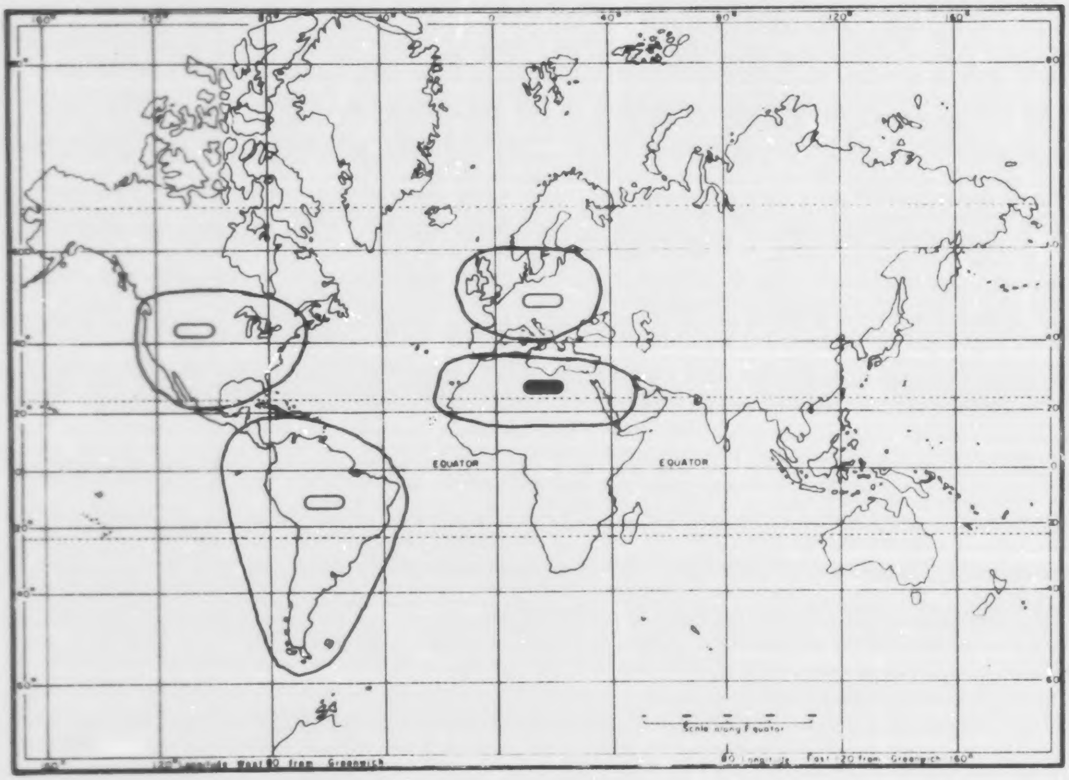
Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: D. Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment.
Subobjective: C. Understand some of the major characteristics of economic systems, especially the American economic system.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap: 9
Package-Exercise: 03-23
National P-value:
RKG10 89.22

Timing: (in seconds)
RKG10 Stimulus: 31
RKG10 Response: 18
RKG10 Total: 60

On the map below, four areas of the world are outlined in red. Each outlined area contains a small red oval. Fill in the oval inside the area which as a whole has little rainfall.


EQUATOR
EQUATOR
Scale along Equator
120° Longitude West 80 from Greenwich
80 Longitude East 120 from Greenwich 160°

○ I don't know.

404006-234
RKG14

STOP

DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

163

Release #: RKG14

NAEP #: 404006-234

Theme: KNOWLEDGE.
Subtheme: Geography.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.

Subobjective: D. Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text/Map

Overlap:	13	17	Adult
Package-Exercise:	01-13	07-09	07-06
National P-value:			
RKG14	52.69	60.03	46.96
Timing: (in seconds)			
RKG14 Stimulus:	16	15	14
RKG14 Response:	33	34	*
RKG14 Total:	59	61	*

*Time not limited by paced tape.

In which one of the following societies would you be MOST likely to find a relatively low birth rate and a relatively low death rate?

○ In an agricultural village
● In a highly urbanized country
○ Among a group of nomadic shepherds
○ In a country in the process of industrialization

○ I don't know.

402011-34
RKG15

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Release #: RKG15

NAEP #: 402011-34

Theme: KNOWLEDGE.
Subtheme: Geography.
Subtheme: History.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: B. Understand some of the major relationships involving culture, the group, and the self.
Subobjective: D. Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	17	Adult
Package-Exercise:	05-14	01-13
National P-value:		
RKG15	18.84	30.38
Timing: (in seconds)		
RKG15 Stimulus:	24	23
RKG15 Response:	31	*
RKG15 Total:	66	*

*Time not limited by paced tape.

(Before reading this exercise, give respondent the supplementary package opened to page 2.)

Please look carefully at this picture of a family living in a desert area. How has this family adapted itself to the climate and physical features of the desert?

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(2) ______________________________

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(3) ______________________________

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(If respondent has difficulty understanding this question ask, "What does the picture show you about how this family has learned to live in a desert area?"

If no response is given in 10 seconds, go to next exercise.

If respondent pauses after first response ask, "Are there any other ways this family has adapted itself to desert living?" or "Does the picture show you anything else about how this family has learned to live in a desert area?"

Stop after 3 responses OR when respondent answers "No" OR no response is given in 10 seconds.)

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427001-1234

RKG17

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(Continued)

427001-1234
RKG17

Release #: RKG17

NAEP #: 427001-1234

Theme: KNOWLEDGE.
Subtheme: Geography.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: D. Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment.

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal/Visual-Picture

Overlap:	9	13	17	Adult
Package-Exercise:	06-04	10-11	10-03	05-01
National P-value:				
RKG17-17	39.94	59.87	71.06	77.31

Timing: No paced tape was used in this individually administered exercise.

Copyright Information:

Betty Atwell Wright, "Living in Many Parts of the World," Rural Education Studies: Level B "A Family Is..." (New York: John Day Company, Inc., 1967), picture 9. Peace Corps photograph.

RKG17
427001-1234

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = CLOTHING--DESCRIBES AND TELLS WHY

Age 9	They have white clothes to keep cooler. The sandals don't fill up with sand. Wrapping cloth around their face so sand won't fly in their eyes.
Age 13	Use warm clothes to keep cool from sun. Hats to protect faces from the sun. Wearing long capes around them and a thing from their hat they can put over their faces to protect from the wind.
Age 17	They wear desert clothes, something to wear on their faces and robes to protect them from dust and wind storms.
Adults	By the way they dress. The turbans and a lot of clothes to protect from the heat.

11 = SHELTER--DESCRIBES AND TELLS WHY

Age 9	They sleep under tents to keep in the shade. They have a tent because it is too hot to have a house.
Age 13	Their shelters are up against the mountains so if there is a sandstorm, it won't go into their houses.
Age 17	They live in a tent so if the water dries up they can move easily to another area. Open air type tents would catch a breeze but protect them from the sun.
Adults	Shelter-they have a tent which gives them protection from blowing sand. Makeshift tent so they can move when food and water runs out.

12 = TRANSPORTATION--DESCRIBES AND TELLS WHY

Age 9	The camel carries their equipment, he can go for days without water. He has special padded feet, and eyelids to protect him from wind and sand if there is a storm.
Age 13	Using a camel for transportation. Camels can go without water for a long time.
Age 17	The camel helps carry supplies and doesn't need as much water. Use camels for transportation because they can last longer than a car, a car would overheat.
Adults	Transportation - camel - not many animals can go without water, but camels can.

Categories and sample responses are listed below.

13 = FOOD AND WATER--DESCRIBES AND TELLS WHY

All ages	They have animals for food. They know they can't raise crops there and this having animals gives them food.

14 = GENERAL MODE OF LIFE

Age 9	They're settled by an oasis for water to drink and wash clothes.
Age 13	No samples given.
Age 17	They raise goats and sheep because they are easier to keep alive. They can live off of anything.
Adults	Travel for food for their animals. They are a nomad family.
	They have very few belongings. They can move to a new food supply very easily.

15 = CLOTHING--GIVES ONLY DESCRIPTION OR REASON

Age 9	Wear cool clothes.
	Their clothes are loose.
	They are wearing clothes that keep them from getting too hot or too cold.
Age 13	They wear sandals.
	The clothes keep the sand from hitting them.
Age 17	Clothing protects them from sun and wind.
	Clothes are white and cool color.
	Their clothing keeps the heat out and the body cool.
Adults	They have learned how to dress to keep from getting burned up.

16 = SHELTER--GIVES ONLY DESCRIPTION OR REASON

Age 9	Tents for keeping the sun off.
	Tents for shelter.
	They live in tents.
Age 13	They live in a tent instead of a house.
	Type of housing that they could move along when they got ready.
Age 17	Tents to get out of the wind on the desert.
	Tents because of heat and moving.
Adults	Their home is easy to move.
	Housing from hides of animals.

Categories and sample responses are listed below.

17 = TRANSPORTATION--GIVES ONLY DESCRIPTION OR REASON

Age 9	Pack camels for travel.
	They ride camels because they can haul a lot of stuff.
Age 13	Learned to ride on a camel.
	They have a camel which is adapted to desert living.
Age 17	They use camels because they can go without water.
Adults	They have camels for transportation.

18 = FOOD AND WATER--GIVES ONLY DESCRIPTION OR REASON

Age 9	To keep animals for food.
	Raise sheep for wool and meat.
Age 13	Have animals for meat to eat.
Age 17	Like they can use the goats for milk for drinking and use the camels to carry supplies.
	Food-they probably eat dates, camel milk, whatever you find in the desert.
Adults	Sheep are adapted to desert living as they can exist on very little vegetation.

19 = MODE OF LIFE--DESCRIBES BUT GIVES NO REASON

Age 9	They travel all the time.
	They learned to herd sheep.
Age 13	They have animals that can live in the desert.
Age 17	They are protected from storms by the mountains.
	They have a supply of water. They raise animals and sell them and they have a camel for traveling.
Adults	They are nomads so they move around a lot so they travel light.
	Probably kill their own food.

20 = RESPONSES WHICH INDICATE NEGATIVE ATTITUDE TOWARD LIFE IN THE DESERT

Age 9	They need to take a bath. They look dirty and they need new clothes.
	The place is all messed up.
	They have tents, because they can't afford anything else.
	We live in a better area.
Age 13	Their poor, starving, the transportation is weak. Soil too weak to make anything off of it.
	They ain't got much of a house, don't see no water.
Age 17	They don't have luxeries, they are uncivilized.
Adults	Hard to live--just existing.
	They don't seem to be trying to better themselves.

Categories and sample responses are listed below.

21 = RESPONSES WHICH INDICATE LACK OF KNOWLEDGE OF DESERT LIVING

Age 9	They have to hunt for their food.
	Living there has made them poor.
Age 13	Hot clothes on.
	They have a farm with all the animals.
Age 17	They look overdressed.
	They don't have money for normal living so they just adjusted to what they got.
Adults	They must have food brought in maybe by helicopter.
	They live in tents because there is nothing else to live in.

27 = VAGUE RESPONSES

Age 9	Make tents.
	They have lambs and a camel.
	They go camping together.
	The tents.
Age 13	They have camels.
	All wrapped up.
Age 17	Wear things on their head.
	They have a lot of camels.
	All the people around there. The sheep.
Adults	Built a tent.
	Dress--completely covered.

28 = MORE VAGUE, IRRELEVANT, AND NONSENSICAL RESPONSES

Age 9	They learned to play together.
	They learned to hunt together.
	Have to be smart to look for an oasis.
	They have different homes.
Age 13	All of them are smiling.
	They're tanned.
	Born to understand the heat and live there.
Age 17	Clothes.
	Animals.
	Food source.
	They are alone; just a family and all.
	Mostly by the clothes they are wearing.
Adults	They have adapted very well.
	They are used to this climate.
	Nature of survival.

29 = I DON'T KNOW

Acceptable: Named two things in categories 10-19.

(Before reading this exercise, give respondent the supplementary package opened to page 11.)

This is a picture of the construction of a highway. What effects do you think the construction of the highway will have on the lives of the people nearby?

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(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.

If respondent gives a one-word reply or very short reply, ask him to explain his answer more completely.

If respondent pauses after first response ask, "Are there any other effects you can think of?"

Stop after 3 responses OR when respondent answers "No" OR no response is given in 10 seconds.)

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404023-1234

RKG18

174

9-404023-1,2,3,4

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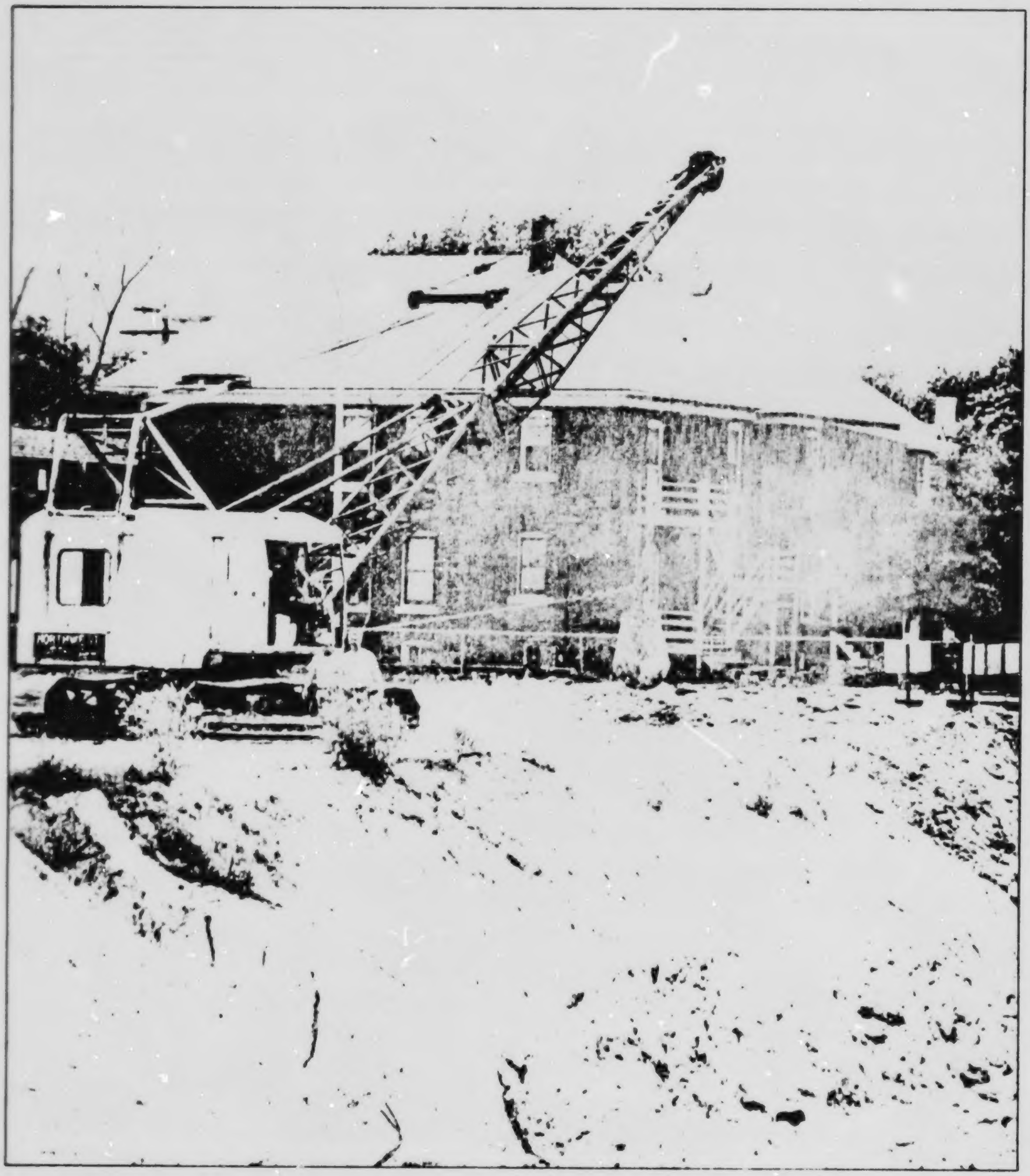

404023-1234

RKG18

9-404023-1,2,3,4

Release #: RKG18

NAEP #: 404023-1234

Theme: KNOWLEDGE.
Subtheme: Geography.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.

Subobjective: D. Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment.

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal/Visual-Picture

Overlap:	9	13	17	Adult
Package-Exercise:	07-11	08-03	11-13	03-01
National P-value:				
RKG18-18	47.10	75.09	82.33	84.63

Timing: No paced tape was used in this individually administered exercise.

Copyright Information:

National Assessment Photograph by Tip High.

RKG18
404023-1234

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = HEALTH HAZARD (POLLUTION, NOISE)

Age 9	I would put some cotton in my ears--cause it would be so noisy-- close the windows.
	There will be a lot of dust, it will be smoggy and noisy.
	Making too much noise--can't hear what their family says when they talk, can't sleep for noise.
Age 13	Noise pollution.
	I think the people will get angry because they won't have peace and quiet.
	Noise of the cars will keep them awake at night.
	Air pollution.
Age 17	More tendency to have clogged up lungs from pollution.
	Noise, dirt.
	Exhaust.
	Get their house and clothes dirty.
	Noise 24 hours a day.
	Confusion, noise, property damage.
Adults	More noise in the area.
	The neighborhood will be very noisy and not as pleasant a place to live as before.
	Pollution from the cars.

11 = HEALTH HAZARD (SAFETY)

Age 9	Lots of accidents around your house.
	Dangerous for little children.
	Some people hurt by machines.
	They could have a wreck because of the deep place and its slick.
Age 13	A lot more people will drive on it and a lot more little kids will get killed.
	The kids might run out in the road.
	It would be bad if any little kids lived there if a ball went over a wall they might get run over.
Age 17	The little kids couldn't play outside.
	Accidents.
	Animals, pets getting hit by cars.
	Children endangered by equipment.
Adults	Hazardous for children.
	Children will have to be watched.
	Dangerous.
	Danger is increased for the children and wrecks. (Might land up in yards nearby.)

Categories and sample responses are listed below.

12 = DISPLACEMENT OF PEOPLE, REMOVAL OF HOUSES

Age 9	They will have to get out of the house because they will have to tear the house down to build the highway.
	They might have to move.
	People's houses will get knocked down.
Age 13	They will have to start their life over.
	They'd be homeless.
	They will probably have to move the house.
	Could destroy their houses--probably have to tear down houses, heavy duty equipment moved shake houses.
Age 17	They might have to sell their house.
	People will probably move away.
	Lots of them will have to move because highway will buy land.
	Have to tear down their house.
Adults	Many people would have to sell their homes and relocate.
	The people will have to move.
	Many people will probably have to relocate, that is usually a problem.

13 = DECREASE IN SIZE OR VALUE OF PERSONAL PROPERTY

Age 9	Disturb play area.
	They might go through some of their property. They might ruin their garden and house.
Age 13	May have to knock some of their stuff down that they made and that belongs to them.
	Highway might cut through yards and cause people to build fences.
	They won't get as much money for their houses.
Age 17	Bring property value down.
	Have a smaller yard.
	Depreciate the house value.
	The people living near have to give up some of their land.
Adults	It'll take part of their property.
	Heavy traffic will damage the house as it will cause the foundation to shift and crack walls.

14 = EXPENSES OF BUILDING HIGHWAYS (LOSS OF TAX BASE, HIGHER TAXES)

Age 9	Ask for more money to build it.
	Taxes--people would have to pay to build a house again.
Age 13	Raise the level of taxes.
	Raise taxes.
Age 17	The expense of building the highway.
	People's taxes will probably go up.
	It's going to cost them some money.
	They might have to pay more in taxes.
Adults	No samples given.

Categories and sample responses are listed below.

15 = REMOVAL OF EXISTING FACILITIES (BUSINESSES, PARKS, SCHOOLS, TRANSPORTATION)

Age 9	Kill some of the animals.
	They tear down trees.
	If there were trees they might have to cut them down. They might have underground pipes and have to make another way for them to go.
Age 13	Soil erosion.
	Messing up their land.
	Will ruin their landscape.
	It would wreck the beauty of the neighborhood.
Age 17	It would also affect the wildlife that lives around there.
	They'll take away the resources, the trees.
Adults	It will cause soil erosion and destroy the beauty of the landscape.

16 = OTHER ACCEPTABLE DISADVANTAGEOUS EFFECTS

Age 9	This machine could break and cause damage to a house.
	Shake the house they might think its a earthquake.
Age 13	They won't have as much privacy.
	Lights at night annoying.
	Could be easy to rob so close to the highway.
	They won't have much privacy in their yards.
Age 17	Lights be shining in the windows all nights.
	No privacy.
	Men might lose their jobs because they can't find another home close enough to this place and they will have to look for new work.
	People pollution, there are more people coming into the area.
Adults	The people in neighborhood would have to watch out for the workers, to see they, the workers, didn't bring any harm to their household.

17 = REDUCTION OF TRAVEL TIME; INCREASED EASE OF TRAVEL; HELPS TO GO PLACES

Age 9	Make it easier for them to drive someplace.
	It would help them because the highway's near where they live won't be so crowded.
Age 13	It would be good for transportation so they wouldn't have to go all the way around.
	Easier road to travel than gravel.
Age 17	It might help the people to get where they are going faster.
Adults	Give access to better road and faster travel.

Categories and sample responses are listed below.

18 = CREATION OF FORCE FOR NEW BUSINESSES AND HOUSING

Age 9	New and better stores will be built on the highway.
	There will be more business.
	The city would grow.
Age 13	It could bring in and build up industry and it might make more tourist trade.
	After the highway is built a lot more stores might be built.
	There might be more people move into the area.
	More people would want to live there.
Age 17	It will make business better for eating places and filling stations.
	If it is a small town it will probably bring business.
Adults	Help people who have stores like luncheonettes.
	Better business.
	Bring more business to where they are living.

19 = OTHER ACCEPTABLE ADVANTAGEOUS EFFECTS

Age 9	They will be able to go to more places.
	They might have less accidents.
	Have a new highway to travel on.
Age 13	There is a good part. Less dust, fewer accidents with a better highway.
	Keep a lot of traffic off smaller highways.
	People will have new routes to go.
Age 17	It could supply employment for some people who would help construct the highway.
Adults	Increase property value.
	Update the property.
	Eliminate old run down buildings--better new ones.
	It will provide better transportation facilities for those living nearby.
	It will be something interesting for the children to watch if the workers will take time to explain their work to them--educational for them.

20 = NOT CONCERNED ABOUT EFFECTS OF PROBLEM

All ages	Nothing
	Wouldn't have any effect.
	None. The house that is there is protected by a fence. The other one looks like a vacant lot.

Categories and sample responses are listed below.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 9	Car could be hit, glass fly up and hit a window. There might be accident from icy roads. Children won't have any schools to go to.
Age 13	Keep litter away, more litter on a gravel road than on a highway. Pain in the neck. Have a different environment.
Age 17	Inconvience them. Halt business. The people who moved may become hateful and prejudiced against progressiveness. They will feel that this is the end of the world. Going to change their way of living. Children will have to learn to adapt.
Adults	Too close to house. It will be very hard for elderly people to adjust to new living.

29 = I DON'T KNOW

Acceptable: Named two things in categories 10-19.

In Africa south of the Sahara, during the 1960's, tribal allegiances were often stronger than a sense of nationalism. What reasons can you give for this?

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(3) ______________________________

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(If respondent answers "None" OR no response is given in 10 seconds, go to next exercise.

If respondent pauses after first response ask, "Can you think of any other reasons why tribal allegiances were often stronger than a sense of nationalism?"

Stop after 3 responses OR when respondent answers "No" OR no response is given in 10 seconds.)

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405046-34

RKG20

Release #: RKG20

NAEP #: 405046-34

Theme: KNOWLEDGE.
Subtheme: Geography.
Subtheme: History.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: E. Understand some of the major historical developments.

Exercise Type: Short answer
Scoring Type: Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal

Overlap:	17	Adult
Package-Exercise:	11-04	08-08
National P-value:		
RKG20-26	29.58	36.70

Timing: No paced tape was used in this individually administered exercise.

RKG20
405046-34

SCORING GUIDE

Categories and sample responses are listed below.

000 = NO RESPONSE

101 = THE NEWNESS OF NATIONALISM--GOOD RESPONSE

Age 17
The tribes are older and more established than the country.
Because that is the way they have lived for all these centuries they couldn't accept nationalism.
They were unfamiliar with the national government but they knew their own tribe so they were loyal to it.

Adults
Tribal history goes back a lot farther than current nationalism.
Because the nation was brand new and the tribes were centuries old in traditions.

102 = THE NEWNESS OF NATIONALISM--MINIMAL RESPONSE

Age 17
Their fathers believed this way.
They would rather--that's their tradition.
They have lived in their tribes a long time.

Adults
Well! National allegiances is a modern concept.
You are talking about heritage.

103 = SOCIAL AND CULTURAL BONDS OF THE TRIBE--GOOD RESPONSE

Age 17
Life so interdependent in tribe--don't need anything else outside.
Their tribal customs might hold nationalism back.

Adults
Tribal allegiance is too closely related to their religious beliefs--they find it hard to make such a break.
The tribes try to protect their own people and have own laws and rules.
In nationalism they felt they would lose their identity.

104 = SOCIAL AND CULTURAL BONDS OF THE TRIBE--MINIMAL RESPONSE

Age 17
Religious beliefs.
The tribes always stuck together as a unit.

Adults
Strong tribal ties.
They want to keep their own ways.
Security in past tribe rules and successes.
Heritage--customs that came up through the elders.

Categories and sample responses are listed below.

105 = COMPETITION BETWEEN TRIBES--GOOD RESPONSE

Age 17	When the European powers set boundaries for colonies they didn't pay attention to tribal boundaries, only their own administrative ease; thereby putting together some tribes who had been traditional enemies.
Adults	Tribes frequently warred with one another and nationalism put them in a social end.
	This is because of no understanding of each other and this would lead to suspicion.

106 = COMPETITION BETWEEN TRIBES--MINIMAL RESPONSE

Age 17	No trust for other tribes.
Adults	They didn't want to consolidate their tribes.

107 = PHYSICAL ISOLATION, LACK OF COMMUNICATIONS--GOOD RESPONSE

Age 17	Lack of communication and education.
	Because in Africa the jungles didn't permit them to be really united as a country.
Adults	Communications and most of the small tribal groups weren't in contact beyond their groups.
	Lack of communication throughout the country caused the tribes to stick together as a unit rather than as a nation they could not see.

108 = PHYSICAL ISOLATION, LACK OF COMMUNICATIONS--MINIMAL RESPONSE

Age 17	Lack of travel.
Adults	They have no communication with much of the outside world and they didn't trust others.

109 = LANGUAGE BARRIERS (DID NOT SEPARATE GOOD FROM MINIMAL)

Age 17	They probably couldn't get to the other tribes and probably couldn't speak their language anyway.
	So separated by language, lack of communication with 20th century.
Adults	Language barriers.
	This causes differences in language and customs and philosophy of life.

Categories and sample responses are listed below.

111 = EFFECTS OF COLONIALISM--GOOD RESPONSE

All ages Africa has always had a tribal system of government.

112 = EFFECTS OF COLONIALISM--MINIMAL RESPONSE

No samples given.

113 = POLITICAL REASONS, DISSATISFACTION WITH OR LACK OF KNOWLEDGE ABOUT THE NATIONAL GOVERNMENT--GOOD RESPONSE

Age 17 Because the nation was trying to tell the tribes what to do.
The African countries are still young and they're not used to the national democratic way of life.
No real intrusion by a powerful government which would influence the people.
Adults The leaders of the tribe don't want the control of the people changed and with nationalism they would lose this control.
Lack of a stable national government.
Black tribes are starting to take pride in themselves. They are trying to become a nation and be recognized.
Most of the nation states were of a despotic nature and didn't claim to the people's allegiance.
Tribes operate as a unit for survival reasons. Nation probably doesn't do much for people to help it survive.
A lack of a strong leader appealing to more than one tribe.

114 = POLITICAL REASONS, DISSATISFACTION WITH OR LACK OF KNOWLEDGE ABOUT THE NATIONAL GOVERNMENT--MINIMAL RESPONSE

Age 17 They don't know what nationalism is or a government even.
They like to run their own tribes.
Maybe they didn't like the way the country was run.
Adults Lack of a central government. They don't feel a part of a particular country.
There was no established nationalism. Tribes very independent, no formal government.
Maybe they didn't understand the nation's politics.
They may not have trusted the national leaders.
Tribal dictatorships didn't want to give up their power.

Categories and sample responses are listed below.

115 = EDUCATION - GOOD RESPONSE

All ages People were probably illiterate and had no contact with the rest of the nation. Only identified with their own tribe.
Uneducated people find it hard to change allegiances.
They had their own chiefs and the chiefs didn't want to give up their power--they weren't educated so it was difficult to understand other peoples culture.

116 = EDUCATION - MINIMAL RESPONSE

All ages Their lack of education.
Because they were illiterate.
Uneducated people are hard to communicate with.
No education-whatever they were told by the witch doctors or leaders they believed.
Because of poor education.

117 = ECONOMIC FACTORS - GOOD RESPONSE

No samples given.

118 = ECONOMIC FACTORS - MINIMAL RESPONSE

No samples given.

119 = OTHER ACCEPTABLE RESPONSES

All ages They have a lot of pride and want to show other people that they can do for themselves.

121 = RACIAL FACTORS - GOOD RESPONSE

No samples given.

122 = RACIAL FACTORS - MINIMAL RESPONSE

All ages Conflict between white and Negroes.
Racial problems.
They may have been afraid of the white man.

Categories and sample responses are listed below.

251 = COMMON DISPARAGING GENERALITIES

All ages They weren't really civilized enough to know they should have pride in their country.
Ignorant and uncivilized, did not know about nationalism.

252 = INCORRECT REASONS (IDEA IS INCORRECT BUT RELEVANT TO PROBLEM)

All ages They only depended on one person and they would treat him like a king. It's up to him.
They felt that they wanted to progress and to progress, this would be the best way.

298 = VAGUE, NONSENSICAL, IRRELEVANT RESPONSES

Age 17 They just had more respect for that god than they did for the person who set up the national boundaries.
There was starvation and medication for the diseased.
There are a lot of tribes there.
Nobody cared about nationalism.
It was hard to be united.
Like a power from the government.
Because of their color.
Big companies moving in to find deposits of diamonds.
Maybe they wanted to better educate themselves.
Tribes didn't want to be divided into different countries.
Adults They were backward when it came to progress.
Because the people have to agree for survival. That was more of a reality than the national course.
Superstitutions.
People in general are always considering only what is happening right around their own area.
Ignorance of the unknown.
Economic reasons.
Maybe because the people make the country.

299 = I DON'T KNOW

Acceptable: Named two things in categories 101-122.

Which one of the following countries has had the MOST influence on the way of life in the United States?

● England

○ France

○ Germany

○ Italy

○ Spain

○ I don't know.

405006-1234

RKH01

STOP

DO NOT TURN THE PAGE

UNTIL TOLD TO DO SO

Release #: RKH01

NAEP #: 405006-1234

Theme: KNOWLEDGE.
Subtheme: History.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: E. Understand some of the major historical developments.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	9	13	17	Adult
Package-Exercise:	01-12	04-15	07-17	01-05
National P-value:				
RKH01	39.77	67.30	78.73	77.09

Timing: (in seconds)				
RKH01 Stimulus:	14	15	14	14
RKH01 Response:	36	10	7	*
RKH01 Total:	60	36	31	*

*Time not limited by paced tape.

The American Revolution was a war to win our independence from which one of the following countries?

○ Canada
● England
○ France
○ Spain

○ I don't know.

405040-1
RKH05

191 STOP DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RKH05

NAEP #: 405040-1

Theme: KNOWLEDGE.
Subtheme: History.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: E. Understand some of the major historical developments.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap: 9
Package-Exercise: 03-20
National P-value:
RKH05 44.74

Timing: (in seconds)
RKH05 Stimulus: 12
RKH05 Response: 36
RKH05 Total: 59

Which one of the following is a reason the American colonies rebelled against Great Britain?

- ○ To abolish slavery
- ○ To obtain more religious freedom
- ○ To obtain the right to vote for all adults
- ● To obtain more control over what they might produce or with whom they might trade

- ○ I don't know.

405011-234
RKH06

STOP DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RKH06

NAEP #: 405011-234

Theme: KNOWLEDGE.
Subtheme: History.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: E. Understand some of the major historical developments.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	05-18	02-08	08-13
National P-value:			
RKH06	49.57	64.02	48.72
Timing: (in seconds)			
RKH06 Stimulus:	21	21	20
RKH06 Response:	28	28	*
RKH06 Total:	60	60	*

*Time not limited by paced tape.

What was the MAIN purpose of the Declaration of Independence?

○ To criticize King George III

○ To declare war on Great Britain

○ To abolish the Articles of Confederation

● To declare the colonies free from Great Britain

○ I don't know.

405041-234

RKH07

STOP

DO NOT TURN THE PAGE

UNTIL TOLD TO DO SO.

Release #: RKH07

NAEP #: 405041-234

Theme: KNOWLEDGE.
Subtheme: History.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: E. Understand some of the major historical developments.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	07-12	08-01	04-09
National P-value:			
RKH07	77.22	85.02	78.55
Timing: (in seconds)			
RKH07 Stimulus:	17	16	17
RKH07 Response:	32	34	*
RKH07 Total:	59	60	*

*Time not limited by paced tape.

Who was the FIRST President of the United States?

○ Dwight D. Eisenhower
○ John F. Kennedy
○ Abraham Lincoln
● George Washington

○ I don't know.

405028-1
RKH08

STOP

DO NOT TURN THE PAGE
UNTIL TOLD TO DO SO.

Release #: RKH08

NAEP #: 405028-1

Theme: KNOWLEDGE.
Subtheme: History.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: E. Understand some of the major historical developments.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap: 9
Package-Exercise: 01-08
National P-value:
RKH08 82.48

Timing: (in seconds)
RKH08 Stimulus: 12
RKH08 Response: 38
RKH08 Total: 61

Which one of the following events led DIRECTLY to the United States' declaration of war in the Second World War?

○ The sinking of the Lusitania

○ The German occupation of France

● The Japanese attack on Pearl Harbor

○ The signing of a secret Nazi-Soviet pact

○ I don't know.

405014-34

RKH10

0 0
1 1
2 2
3 3
4 4
5
6
7
8

STOP DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RKH10

NAEP #: 405014-34

Theme: KNOWLEDGE.
Subtheme: History.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: E. Understand some of the major historical developments.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	17	Adult
Package-Exercise:	06-12	03-03
National P-value:		
RKH10	89.06	86.71
Timing: (in seconds)		
RKH10 Stimulus:	23	18
RKH10 Response:	31	*
RKH10 Total:	65	*

*Time not limited by paced tape.

American Indians, Black Americans, Oriental Americans, and Spanish-speaking Americans have contributed a great deal to the history and culture of our nation. For each of the groups I read tell me the names of as many famous or nationally known men and women as you can. The person named may be either living or dead. Briefly describe each person's contribution or field of work. Consider people in ANY field of work the Arts, Business, Civil Rights, Education, Entertainment, Politics, Science, or Sports.

(If respondent does not appear to understand the terms "Oriental" or "Spanish-speaking," you may explain that for this exercise the term Spanish-speaking refers to Americans of Mexican, Puerto Rican, and Cuban heritage and the term Oriental refers to Americans of Chinese or Japanese heritage. If respondent mentions or desires to include a person as Spanish-speaking or Oriental who is not in one of the groups mentioned above, include the name and field of work of the person named and ask respondent if he knows the ethnic group to which the person named belongs. Place the name of the ethnic group next to the field of work.

If respondent has difficulty understanding the term "contribution," explain that this is what the person named has done which makes him or her famous.

For EACH person respondent names fill in the oval following the name given if you are certain that the person is an AMERICAN famous either locally OR nationally. Also fill in the oval following the field of work if you think respondent has correctly identified the person's contribution or field of work. If you are not certain about the person named or the field of work do NOT fill in the oval.

If respondent pauses before giving 5 responses in any one of the groups ask, "Can you name any other famous men and women in this group?" Move to the next group after 5 responses OR when respondent says "No" OR no response is given in 10 seconds.)

405045-1234

RKH13

(Continued)

PERSON	CONTRIBUTION OR FIELD OF WORK

American Indians

A.

(1) ______________________ ○ ______________________ ○

(2) ______________________ ○ ______________________ ○

(3) ______________________ ○ ______________________ ○

(4) ______________________ ○ ______________________ ○

(5) ______________________ ○ ______________________ ○

Black Americans

B.

(1) ______________________ ○ ______________________ ○

(2) ______________________ ○ ______________________ ○

(3) ______________________ ○ ______________________ ○

(4) ______________________ ○ ______________________ ○

(5) ______________________ ○ ______________________ ○

American Indians

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	4	4	4		4	4	4		4	4	4		4	4	4		4	4	4
	5	5	5		5	5	5		5	5	5		5	5	5		5	5	5
	6	6	6		6	6	6		6	6	6		6	6	6		6	6	6
	7	7	7		7	7	7		7	7	7		7	7	7		7	7	7
	8	8	8		8	8	8		8	8	8		8	8	8		8	8	8
	9	9	9		9	9	9		9	9	9		9	9	9		9	9	9

405045-1234

RKH13

Black Americans

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	4	4	4		4	4	4		4	4	4		4	4	4		4	4	4
	5	5	5		5	5	5		5	5	5		5	5	5		5	5	5
	6	6	6		6	6	6		6	6	6		6	6	6		6	6	6
	7	7	7		7	7	7		7	7	7		7	7	7		7	7	7
	8	8	8		8	8	8		8	8	8		8	8	8		8	8	8
	9	9	9		9	9	9		9	9	9		9	9	9		9	9	9

I. D. NUMBER				
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

(Continued)

PERSON	CONTRIBUTION OR FIELD OF WORK

Oriental Americans

C.

(1) ________________________ ○ ________________________ ○

(2) ________________________ ○ ________________________ ○

(3) ________________________ ○ ________________________ ○

(4) ________________________ ○ ________________________ ○

(5) ________________________ ○ ________________________ ○

Spanish-speaking Americans

D.

(1) ________________________ ○ ________________________ ○

(2) ________________________ ○ ________________________ ○

(3) ________________________ ○ ________________________ ○

(4) ________________________ ○ ________________________ ○

(5) ________________________ ○ ________________________ ○

Oriental Americans

0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0
1 1 1 1	1 1 1 1	1 1 1 1	1 1 1 1	1 1 1 1
2 2 2 2	2 2 2 2	2 2 2 2	2 2 2 2	2 2 2 2
3 3 3 3	3 3 3 3	3 3 3 3	3 3 3 3	3 3 3 3
4 4 4	4 4 4	4 4 4	4 4 4	4 4 4
5 5 5	5 5 5	5 5 5	5 5 5	5 5 5
6 6 6	6 6 6	6 6 6	6 6 6	6 6 6
7 7 7	7 7 7	7 7 7	7 7 7	7 7 7
8 8 8	8 8 8	8 8 8	8 8 8	8 8 8
9 9 9	9 9 9	9 9 9	9 9 9	9 9 9

405045-1234
RKH 13

Spanish-speaking Americans

0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0
1 1	1 1 1 1	1 1 1 1	1 1 1 1	1 1 1 1	1 1 1 1
2 2	2 2 2 2	2 2 2 2	2 2 2 2	2 2 2 2	2 2 2 2
3 3	3 3 3 3	3 3 3 3	3 3 3 3	3 3 3 3	3 3 3 3
4 4	4 4 4	4 4 4	4 4 4	4 4 4	4 4 4
5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5
6	6 6 6	6 6 6	6 6 6	6 6 6	6 6 6
7	7 7 7	7 7 7	7 7 7	7 7 7	7 7 7
8	8 8 8	8 8 8	8 8 8	8 8 8	8 8 8
	9 9 9	9 9 9	9 9 9	9 9 9	9 9 9

222

Release #: RKH13

NAEP #: 405045-1234

Theme: KNOWLEDGE.
Subtheme: History.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: E. Understand some of the major historical developments.

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal

Overlap:	9	13	17	Adult
Package-Exercise:	05-04	08-09	10-10	04-07
National P-value:				
RKH13A02	6.07	17.81	34.71	40.77
RKH13B02	7.90	33.97	64.01	72.82
RKH13C02	.08	.28	1.40	4.06
RKH13D02	.54	3.05	7.40	19.53

Timing: No paced tape was used in this individually administered exercise.

RKH13
PARTS A,B,C,D
405045-1234

SCORING GUIDE: WORK CATEGORIES

Categories are listed below.

00 = NO RESPONSE

01 = PUBLIC LEADERSHIP - Prior to 1940 - Names field
Civil Rights, Indian Warrior, Indian Chief

02 = PUBLIC LEADERSHIP - Prior to 1940 - Names Contribution
Gives a specific act

03 = PUBLIC LEADERSHIP - After 1940 - Names Field

04 = PUBLIC LEADERSHIP - After 1940 - Names Contribution
Gives a specific act

05 = SPORTS - Either general designation or
Player, Manager, Organizer

07 = ENTERTAINER - (general - on T. V.)

08 = ACTOR, ACTRESS

09 = COMEDIAN, COMEDIENNE

10 = SINGER

11 = MUSICIAN ON INSTRUMENT - Mainly Entertains

12 = ARTS (Composer, Painter, Sculptor,
Opera Singer, Symphony Performers)

13 = AUTHOR, WRITER, POET

SCORING GUIDE: WORK CATEGORIES (con't)

Categories are listed below.

17 = NATURAL SCIENCE (Geology, Biology, Agriculture, Conservation)

18 = OTHER SCIENCES (Engineering, Math, Chemistry, Physics, Medical, Social)

20 = EDUCATION

21 = BUSINESS, ECONOMICS, MANAGEMENT

22 = RELIGION

23 = LAW (Judge, Lawyer, Policeman)

24 = U. S. MILITARY

25 = COMMUNICATIONS (Newspaper Reporter or Writer, Radio or T. V. News Broadcasters, Photographers, etc.)

26 = LABORER

27 = EXPLORER

58 = UNVERIFIED NAME

59 = UNACCEPTABLE NAME OR WORK CATEGORY

RKH13A
PART A
405045-1234

SCORING GUIDE: INDIAN AMERICANS

Categories are listed below.

01 = Crispus Attucks
02 = Black Hawk
03 = Cochise
04 = Crazy Horse
05 = Geronimo
06 = Hiawatha
07 = Chief Joseph
08 = Montezuma
10 = Pocahontas
11 = Pontiac
12 = Will Rogers
13 = Sacagawea
14 = Buffy Ste. Marie
15 = Sequoia
16 = Jay Silverheels (Tonto)
17 = Sitting Bull
18 = Sonny Sixkiller
19 = Squanto
20 = Tecumseh
21 = Jim Thorpe
22 = Red Cloud
23 = Chief Logan (Iroquois, N.Y.)
24 = Chief James Logan (Indiana, Fought in War of 1812)
25 = Massasoit
26 = Samoset
27 = Cher Bono
28 = Johnny Cash
29 = Ira Hayes
30 = Ishi
31 = Burt Reynolds
32 = Red Fox
33 = Chief Dan George
34 = Maria Tallchief

96 = Other Verified Names
97 = Verified Groups (Not Tribes)
98 = Unverified Names
99 = Verified Unacceptable Names

RKH13B
PART B
405045-1234

SCORING GUIDE: BLACK AMERICANS

Categories are listed below.

01 = Hank Aaron
02 = Ralph Abernathy
03 = Muhammed Ali (C. Clay)
04 = Louis Armstrong
05 = Crispus Attucks
06 = Pearl Bailey
07 = James Baldwin
08 = Ernie Banks
09 = Count Basie
10 = Harry Belafonte
11 = Bobby Bell
12 = Vida Blue
13 = Julian Bond
14 = Edward Brooke
15 = H. Rap Brown
16 = James Brown (Singer)
17 = James Brown (Sports/Actor)
18 = Stokley Carmichael
19 = Dianne Carroll
20 = George W. Carver
21 = Wilt Chamberlain
22 = Ray Charles
23 = Eldridge Cleaver
24 = Nat King Cole
25 = Bill Cosby
26 = Curly Neil (Globetrotters)
27 = Angela Davis
28 = Sammy Davis, Jr.
29 = Frederick Douglass
30 = Duke Ellington
31 = Charles Medgar Evers
32 = Ella Fitzgerald
33 = Aretha Franklin
34 = Joe Frazier
35 = Marvin Gaye
36 = Althea Gibson
37 = Bob Gibson
38 = Roosevelt Grier
39 = Bob Hayes
40 = Jimi Hendrix
41 = Lena Horne
42 = Langston Hughes
43 = Kareem Jabbar (Alcindor)
44 = Name any Jackson Five
45 = Jesse Jackson
46 = Mahalia Jackson
47 = Leroy Kelly
48 = Martin Luther King
49 = Sonny Liston
50 = Joe Louis

SCORING GUIDE: BLACK AMERICANS (con't.)

Categories are listed below.

51 = Johhny Mathis
52 = Willie Mays
53 = Meadowlark Lemon (Globetrotters)
54 = Greg Morris
55 = Jesse Owens
56 = Sidney Poitier
57 = Adam Clayton Powell
58 = Charlie Pride
59 = Willis Reed
60 = Frank Robinson
61 = Jackie Robinson
62 = Diana Ross
63 = Wilma Rudolph
64 = Bill Russell
65 = Gale Sayers
66 = O. J. Simpson
67 = Bubba Smith
68 = Jimmy Smith
69 = Willie Stargell
70 = Carl Stokes
71 = Otis Taylor
72 = Harriett Tubman
73 = Dionne Warwick
74 = Booker T. Washington
75 = Roy Wilkins
76 = Flip Wilson
77 = Malcolm X
78 = Whitney Young
79 = Shirley Chisolm
80 = Phyllis Wheatley
81 = Clarence Williams, III
82 = Stevie Wonder
83 = Benjamin Banniker
84 = Ralph Bunche
85 = W. E. B. DuBois
86 = Redd Foxx
87 = Dick Gregory
88 = Lloyd Haynes
89 = Huey Newton
90 = Dred Scott
91 = Bobby Seale
92 = Nat Turner
93 = Nancy Wilson
94 = Roberto Clemente

96 = Other Verified Names
97 = Verified Small Groups
98 = Unverified Names
99 = Verified Unacceptable Names

RKH13C
PART C
405045-1234

SCORING GUIDE: ORIENTAL AMERICANS

Categories are listed below.

01 = Harold Sakata (Oddjob)
02 = John Aiso
03 = Manuel Bauken
04 = Dr. K. K. Chien
05 = Theodore Chien
06 = Charlie Chu
07 = Frank Chuman
08 = Dr. Frank Co-Tui
09 = Hiram Fong
10 = Kam Fong
11 = Tom Funiwana
12 = Lue Gimgong
13 = Samuel I. Hayakawa
14 = Sessue Hayakawa (actor)
15 = Yoshi Hayasak
16 = Don Ho
17 = William Hosagawa
18 = James Wong Howe
19 = Irving Huie
20 = Daniel Inouye
21 = Johnny Kan
22 = Saburo Kido
23 = Dong Kingman
24 = Uasuo Kuniyoshi
25 = Ben Kuroki
26 = Charles L. Leong
27 = Chin Y. Lee
28 = Wing Luke
29 = Lisa Lu
30 = Mike M. Masaoka
31 = Yasuo Matsui
32 = Patsy Mink
33 = Dr. Scott Miyakawa
34 = Gen. Hilario Camino Moncadeo
35 = Sadao Munermori
36 = Dr. Hideyo Noguchi
37 = Isamu Noguchi
38 = Ieoh Ming Pei
39 = Masaow Satow
40 = Monica Sone
41 = Dr. Dwight T. Suzuki
42 = Pat Suzuki
43 = Goro Suzuki
44 = Miiko Taka
45 = Jokichi Takamine
46 = Larry Tajiri
47 = Shinkichi Tajiri
48 = Vincent Tajiri
49 = Dr. Kiyo Tomiyasu
50 = Sammee Tong

SCORING GUIDE: ORIENTAL AMERICANS (con't.)

Categories are listed below.

51 = Miyoshi Umiki
52 = Jade Snow Wong
53 = Shirley Yamaguchi
54 = To-Jo Yamanto
55 = Minoro Yamasaki
56 = C. K. Yang
57 = Minoru Yasui
58 = Victor Sen Yung
59 = Lin Yutang
60 = Zulu
61 = Chi Cheng
62 = Nancy Kwan
63 = Tokyo Rose

96 = Other Verified Names
97 = Verified Small Groups
98 = Unverified Names
99 = Verified Unacceptable Names

SCORING GUIDE: SPANISH AMERICANS

01 = Santos Alomar
02 = Luis Alvarado
03 = Felipe Alou
04 = Jesus Alou
05 = Matty Alou
06 = Luio Aparicio
07 = Desi Arnaz
08 = Gustava Avila
09 = Romano Bannuellos
10 = Jose Cardenal
11 = Leo Cardenas
12 = Prod Carew
13 = Rico Carty
14 = Paul Casanovas
15 = Orlando Cepeda
16 = George Chakiris
17 = Cesar Chavez
18 = Roberto Clemente
19 = David Concepcion
20 = Coronado
22 = Mike Cuellar
23 = Xavier Cugat
24 = Victor Davalillo
25 = Ponce de Leon
26 = De Soto
27 = Jose Feliciano
28 = Manual Fernandez
29 = Jose Ferrer
30 = Carlos P. Garcia
31 = George Garcia
32 = Gil Garrido
33 = Henry Gonzales
34 = Pancho (Richard) Gonzales
35 = Jack Hernandez
36 = Joe Kapp
37 = Coco Laboy
38 = Fernando Lamas
39 = Marcelino Lopez
40 = Juan Marichal
41 = Jose Martinez
42 = Felix Millan
43 = Ricardo Montalban
44 = Mario Moreno
45 = Rita Moreno
46 = Manuel Mota (Geronimo)
47 = Ivan Murrell
48 = Narvaez
49 = Pedro Oliva
50 = Tony Perez
51 = Milciades Olivo

SCORING GUIDE: SPANISH AMERICANS (con't)

Categories are listed below.

52 = Orlando Pena
53 = Roberto Cesar Pena
54 = Tony Perez
55 = Juan Pizzaro
56 = Eliezer Risco
57 = Manny Sanguillen
58 = Santana Brothers
59 = Pablo Sequi
61 = Jose Torres
62 = Lee Trevino
63 = Fecundo Valdez
64 = Luis Valdez
65 = Joan Baez
66 = Vicki Carr
67 = Alehandro Rey
68 = Raoul Castro (Lawyer-Ambassador)
69 = Linda Cristal
70 = Tony Gonzalez
71 = Trini Lopez
72 = Jose Pagan
73 = Anthony Quinn
74 = Jim Plunkett
75 = Joseph Montoya
76 = Reies Lopez Tijerina
77 = Herman Padilla
78 = Cesar Romero

96 = Other Verified Names
97 = Verified Small Groups
98 = Unverified Names
99 = Verified Unacceptable Names

Acceptable: *Named two American Indians, part A.*
Named three Black Americans, part B.
Named two Oriental Americans, part C.
Named two Spanish-speaking Americans, part D.

When Columbus sailed across the Atlantic, would he have been able to do the following things at about that time in history?

C. Would he have been able to read a printed book?

● Yes
○ No

○ I don't know.

D. Would he have been able to travel fifty miles an hour?

○ Yes
● No

○ I don't know.

405005-1234
RKH14

Release #: UKH14
RKH14

NAEP #: 405005-1234

Theme: KNOWLEDGE.
Subtheme: History.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: E. Understand some of the major historical developments.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:		9	13	17	Adult
Package-Exercise:		02-10	03-10	08-14	07-19
National P-value:					
	UKH14A	58.29	62.83	55.43	62.55
	UKH14B	90.90	97.88	98.77	97.53
	RKH14C	48.91	56.64	54.11	60.81
	RKH14D	82.53	86.69	85.36	90.46
Timing: (in seconds)					
	Introduction:	11	10	10	10
UKH14A	Stimulus:	6	6	6	6
UKH14A	Response:	30	15	16	*
UKH14A	Total:	44	29	29	*
UKH14B	Stimulus:	6	7	6	6
UKH14B	Response:	30	16	16	*
UKH14B	Total:	41	27	25	*
RKH14C	Stimulus:	7	7	7	7
RKH14C	Response:	30	15	16	*
RKH14C	Total:	47	27	26	*
RKH14D	Stimulus:	7	7	7	7
RKH14D	Response:	30	16	15	*
RKH14D	Total:	45	30	28	*
	Exercise Total:	188	123	118	*

*Time not limited by paced tape.

When Columbus sailed across the Atlantic, would he have been able to do the following things at about that time in history?

A. Would he have been able to send a telegraph message?

○ Yes
● No

○ I don't know.

C. Would he have been able to determine directions with a compass?

● Yes
○ No

○ I don't know.

405048-1234
RKH15

Release #: RKH15
UKH15

NAEP #: 405048-1234

Theme: KNOWLEDGE.
Subtheme: History.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: B. Understand some of the major historical developments.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	9	13	17	Adult
Package-Exercise:	04-14	07-06	02-02	01-03
National P-value:				
RKH15A	78.55	96.59	97.97	96.25
UKH15B	19.46	34.84	45.57	38.81
RKH15C	63.40	74.78	74.66	65.52
UKH15D	86.04	95.65	96.33	92.46

Timing: (in seconds)

	Introduction:	10	10	9	9
RKH15A	Stimulus:	6	6	6	6
RKH15A	Response:	31	16	15	*
RKH15A	Total:	46	30	30	*
UKH15B	Stimulus:	7	7	7	7
UKH15B	Response:	29	15	15	*
UKH15B	Total:	42	27	26	*
RKH15C	Stimulus:	7	7	8	7
RKH15C	Response:	30	15	15	*
RKH15C	Total:	47	27	27	*
UKH15D	Stimulus:	9	9	8	8
UKH15D	Response:	29	15	15	*
UKH15D	Total:	43	31	29	*
	Exercise Total:	188	125	121	*

*Time not limited by paced tape.

What is the name of the international organization established after the Second World War for the maintenance of world peace?

- ● The United Nations
- ○ The League of Nations
- ○ The Commonwealth of Nations
- ○ The International Labor Organization

- ○ I don't know.

405035-234
RKH17

STOP DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RKH17

NAEP #: 405035-234

Theme: KNOWLEDGE.
Subtheme: History.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: E. Understand some of the major historical developments.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	03-18	04-02	06-17
National P-value:			
RKH17	67.15	69.74	80.81
Timing: (in seconds)			
RKH17 Stimulus:	20	18	19
RKH17 Response:	6	7	*
RKH17 Total:	36	35	*

*Time not limited by paced tape.

Which one of the following is the MAJOR goal of the United Nations?

○ To fight disease

● To maintain peace

○ To spread democracy

○ To fight the Communists

○ I don't know.

406009-1234

RKH1B

STOP

DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RKH18

NAEP #: 406009-1234

Theme: KNOWLEDGE.
Subtheme: History.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	9	13	17	Adult
Package-Exercise:	01-04	01-11	01-13	02-07
National P-value:				
RKH18	46.85	76.45	91.76	88.46
Timing: (in seconds)				
RKH18 Stimulus:	13	15	14	12
RKH18 Response:	37	6	5	*
RKH18 Total:	61	32	30	*

*Time not limited by paced tape.

Below are listed four of the many jobs that are done in a city.

Which one of the jobs is done by the health department?

○ Selling food

○ Directing traffic

○ Putting out fires

● Inspecting restaurants

○ I don't know.

402008-1

RKP01

241

STOP DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

Release #: RKP01

NAEP #: 402008-1

Theme: KNOWLEDGE.
Subtheme: Political science.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: B. Understand some of the major relationships involving culture, the group, and the self.
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap: 9
Package-Exercise: 02-04
National P-value:
RKP01 35.92

Timing: (in seconds)
RKP01 Stimulus: 17
RKP01 Response: 35
RKP01 Total: 63

In a court, which one of the following has the job of making sure that the trial is fair and run according to the rules?

- ● The judge
- ○ The lawyer
- ○ The jury
- ○ The person on trial

- ○ I don't know.

406010-1
RKP02

STOP

DO NOT TURN THE PAGE
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Release #: RKP02

NAEP #: 406010-1

Theme: KNOWLEDGE.
Subtheme: Political science.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap: __9__
Package-Exercise: 02-12
National P-value:
RKP02 73.82

Timing: (in seconds)
RKP02 Stimulus: 16
RKP02 Response: 33
RKP02 Total: 60

The head of government in the United States is the President. Which one of the following is usually the head of government in a town?

- ● The mayor
- ○ The governor
- ○ The chief of police
- ○ The school principal

- ○ I don't know.

406022-1
RKP03

STOP

DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

Release #: RKP03

NAEP #: 406022-1

Theme: KNOWLEDGE.
Subtheme: Political science.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap: 9
Package-Exercise: 03-01
National P-value:
RKP03 57.54

Timing: (in seconds)
RKP03 Stimulus: 15
RKP03 Response: 34
RKP03 Total: 61

Which one of the following is MOST interested in studying government organization, powers, and functions?

○ An economist

○ A geographer

○ An historian

● A political scientist

○ I don't know.

401004-234
RKP04

○ 0	○ 0
○ 1	○ 1
○ 2	○ 2
○ 3	○ 3
○ 4	○ 4
	○ 5
	○ 6
	○ 7
	○ 8

STOP DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

Release #: RKP04

NAEP #: 401004-234

Theme: KNOWLEDGE.
Subtheme: Political science.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: A. Understand some of the distinctive modes of inquiry (questions and approaches) of social scientists.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	02-13	09-04	07-14
National P-value:			
RKP04	49.46	71.64	74.27
Timing: (in seconds)			
RKP04 Stimulus:	17	14	15
RKP04 Response:	23	24	*
PKP04 Total:	52	49	*

*Time not limited by paced tape.

Consider each of the following laws and decide which level of government (federal, state, or local) would be MOST likely to pass it. Fill in the oval beside "Federal government" if the federal government would pass it, the oval beside "State government" if a state government would pass it, or the oval beside "Local government" if a local government would pass it. If you do not know the answer, fill in the oval beside "I don't know."

A. Which one of the following would MOST likely pass an act to set up a central university with branches in several cities?

○ Federal government
● State government
○ Local government

○ I don't know.

B. Which one of the following would MOST likely pass an act to raise the rates for sending letters through the mail?

● Federal government
○ State government
○ Local government

○ I don't know.

406035-234
RKP08

PLEASE GO ON TO THE NEXT PAGE.

(Continued)

C. Which one of the following would MOST likely pass an act to lower taxes on goods coming into the country?

● Federal government
○ State government
○ Local government

○ I don't know.

D. Which one of the following would MOST likely pass an act to increase garbage collection services?

○ Federal government
○ State government
● Local government

○ I don't know.

406035-234
RKP08

STOP DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

Release #: RKP08

NAEP #: 406035-234

Theme: KNOWLEDGE.
Subtheme: Political science.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	05-12	02-14	03-15
National P-value:			
RKP08A	71.34	83.75	79.11
RKP08B	71.68	89.82	95.02
RKP08C	73.43	89.37	91.47
RKP08D	77.05	91.45	91.79

Timing: (in seconds)

		13	17	Adult
	Introduction:	34	34	34
RKP08A	Stimulus:	14	14	12
RKP08A	Response:	18	17	*
RKP08A	Total:	37	36	*
RKP08B	Stimulus:	12	13	11
RKP08B	Response:	17	18	*
RKP08B	Total:	34	29	*
RKP08C	Stimulus:	12	13	11
RKP08C	Response:	17	16	*
RKP08C	Total:	34	34	*
RKP08D	Stimulus:	12	12	11
RKP08D	Response:	16	17	*
RKP08D	Total:	36	38	*
	Exercise Total:	175	171	*

*Time not limited by paced tape.

If a citizen of the United States wants to find a statement of his civil rights, in which one of the following should he look?

○ In the Bible

● In the Constitution

○ In the Articles of Confederation

○ In the Declaration of Independence

○ I don't know.

406006-234

RKP09

0 0
1 1
2 2
3 3
4 4
5
6
7
8

STOP

DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RKP09

NAEP #: 406006-234

Theme: KNOWLEDGE.
Subtheme: Political science.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	07-16	05-06	06-11
National P-value:			
RKP09	63.28	83.92	78.23
Timing: (in seconds)			
RKP09 Stimulus:	18	18	16
RKP09 Response:	32	31	*
RKP09 Total:	59	59	*

*Time not limited by paced tape.

The Supreme Court ruled that it is unconstitutional to require prayer and formal religious instruction in public schools.

Which one of the following was the basis for its decision?

○ The requirements violated the right to freedom of speech.

○ There was strong pressure put on the Supreme Court by certain religious minorities.

● Religious exercises violated the principles of the separation of church and state.

○ Every moment of the valuable school time was needed to prepare students to earn a living.

○ I don't know.

406005-34

RKP11

STOP DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

Release #: RKP11

NAEP #: 406005-34

Theme: KNOWLEDGE.
Subtheme: Political science.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	17	Adult
Package-Exercise:	09-07	03-23
National P-value:		
RKP11	48.80	52.32
Timing: (in seconds)		
RKP11 Stimulus:	35	32
RKP11 Response:	33	*
RKP11 Total:	78	*

*Time not limited by paced tape.

Which one of the following has the power to declare an act of Congress unconstitutional?

○ The Congress
○ The President
● The United States Supreme Court
○ The United States Department of Justice

○ I don't know.

406019-234
RKP13

(0) (0)
(1) (1)
(2) (2)
(3) (3)
(4) (4)
(5)
(6)
(7)
(8)

STOP

DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RKP13

NAEP #: 406019-234

Theme: KNOWLEDGE.
Subtheme: Political science.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	02-18	06-10	06-22
National P-value:			
RKP13	34.84	70.93	61.85
Timing: (in seconds)			
RKP13 Stimulus:	16	15	16
RKP13 Response:	24	24	*
RKP13 Total:	51	50	*

*Time not limited by paced tape.

In the United States which one of the following men is elected to office?

● A United States Senator

○ The United States Secretary of State

○ A United States Supreme Court Justice

○ The United States Ambassador to Great Britain

○ I don't know.

406011-234
RKP16

STOP

DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RKP16

NAEP #: 406011-234

Theme: KNOWLEDGE.
Subtheme: Political science.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	07-02	08-12	07-04
National P-value:			
RKP16	73.69	89.44	89.69

Timing: (in seconds)

RKP16 Stimulus:	18	17	17
RKP16 Response:	20	22	*
RKP16 Total:	48	50	*

*Time not limited by paced tape.

The presidential candidate for each major political party is formally nominated by which one of the following?

○ The Senate
○ A national primary
● A national convention
○ The House of Representatives

○ I don't know.

406012-234
RKP17

STOP

DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RKP17

NAEP #: 406012-234

Theme: KNOWLEDGE.
Subtheme: Political science.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	01-09	05-11	02-19
National P-value:			
RKP17	17.05	48.51	59.66
Timing: (in seconds)			
RKP17 Stimulus:	17	17	16
RKP17 Response:	4	5	*
RKP17 Total:	32	31	*

*Time not limited by paced tape.

The ballot below was used in a general election. Look at the ballot to answer the questions on this and the following two pages.

	LEGISLATIVE		**COUNTY**		
OFFICES	**SENATOR IN CONGRESS** (vote for one)	**REPRESENTATIVE IN CONGRESS** (vote for one)	**COUNCILMAN** (vote for two)		**TAX ASSESSOR** (vote for one)
DEMOCRATIC ➤	Alan F. KIRK	John G. SMITH	Martha G. DAVIS	Peter V. MOSS	
REPUBLICAN ➤	James M. JONES	Mary O'CONNOR	John RICHARDS	Michael M. MERWIN	Joseph L. LASKI

A. If you wanted to vote for Kirk for senator, could you also vote for O'Connor for member of the House of Representatives?

● Yes

○ No

○ I don't know.

PLEASE GO ON TO THE NEXT PAGE.

(Continued)

B. Could you vote for both Davis and Moss for councilman?

● Yes

○ No

○ I don't know.

C. Could you vote for both Davis and Merwin for councilman?

● Yes

○ No

○ I don't know.

D. If you were registered as a member of the Democratic Party, could you vote for Laski for tax assessor?

● Yes

○ No

○ I don't know.

406017-34
RKP18

PLEASE TURN THE PAGE.

(Continued)

E. Could you vote for both Kirk and Jones for senator?

○ Yes

○ No

○ I don't know.

406017- 34
RKP18

STOP

DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO

Release #: RKP18

NAEP #: 406017-34

Theme: KNOWLEDGE.
Subtheme: Political science.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text/Sample Ballot

Overlap:	17	Adult
Package-Exercise:	04-04	01-15
National P-value:		
RKP18A	72.80	74.42
RKP18B	83.15	74.09
RKP18C	73.57	70.64
RKP18D	62.59	69.68
RKP18E	90.05	90.20

Timing: (in seconds)

		17	Adult
	Introduction:	15	15
RKP18A	Stimulus:	12	12
RKP18A	Response:	16	*
RKP18A	Total:	36	*
RKP18B	Stimulus:	8	8
RKP18B	Response:	16	*
RKP18B	Total:	29	*
RKP18C	Stimulus:	8	8
RKP18C	Response:	16	*
RKP18C	Total:	29	*
RKP18D	Stimulus:	10	11
RKP18D	Response:	16	*
RKP18D	Total:	31	*
RKP18E	Stimulus:	8	8
RKP18E	Response:	15	*
RKP18E	Total:	30	*
	Exercise Total:	170	*

*Time not limited by paced tape.

Bob and Tom are playing. They have three balls, a game, and some other toys. But both Bob and Tom want to play with the same ball and they do not want to play together. So they begin to fight.

Which one of the following is the problem here?

○ There are not enough toys.
○ Bob and Tom should be working, not playing.
○ Bob and Tom should watch television instead.
● Bob and Tom don't know how to share their toys.

○ I don't know.

201008-1
RKP19

STOP DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RKP19

NAEP #: 201008-1

Theme: KNOWLEDGE.
Subtheme: Political science.

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: A. Identify and define problems and issues.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap: 9
Package-Exercise: 02-08
National P-value:
RKP19 92.41

Timing: (in seconds)
RKP19 Stimulus: 35
RKP19 Response: 44
RKP19 Total: 91

Why does every society have rules and regulations?

402006-234

RKP21

STOP

DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RKP21

NAEP #: 402006-234

Theme: KNOWLEDGE.
Subtheme: Political science.

Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: B. Understand some of the major relationships involving culture, the group, and the self.
Subobjective: F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States.

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	04-22	02-17	04-15
National P-value:			
RKP21-01	67.03	83.65	68.59
Timing: (in seconds)			
RKP21 Stimulus:	5	5	5
RKP21 Response:	185	85	*
RKP21 Total:	190	90	*

*Time not limited by paced tape.

RKP21
402006-234

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = TO MAINTAIN ORDER (PREVENT DISORDER) OR FACILITATE ORGANIZATION

Age 13	So that everyone would be well organized and not be disorganized (starting riots and yelling and throwing things). If we didn't then there would be complete chaos. To keep order in their community. To keep society in order. So they will listen to the leader. So that people don't get out of hand. If you don't have rules people wouldn't know what was right and wrong.
Age 17	So they will be more organized, and they will have order. So they can keep things under control. It would get out of hand without them. So that you will keep the society in one piece. To keep everything under control and in good working order. To have something to follow when they get in a jam. A society has rules and regulations so that people can be controlled in a reasonable manner. This of course doesn't mean that the people should be unordinarily suppressed by the government. Each society has rules and regulations in order to keep a certain amount of order. Without some kind of order, things would all go as they please and our society would simply collapse.
Adults	To keep order. Society could not function without them. There would be chaos and we would return to the jungle and/or stone age. Rules and regulations are needed to have less confusion on how and what to do.

11 = TO PROTECT FREEDOM, LIBERTY OR JUSTICE

Age 13	To make rules in the world so they have freedom. So they can keep justice. So everyone and their rights will be protected.
Age 17	So it can be run farely. To protect the innocent, and to improve living conditions.
Adults	In any society there are a few who would infringe upon the right of the majority. To govern the conduct of the few is the purpose of rules and regulations. So that everyone's right are not violated. Civil and moral rights.

RKP21
402006-234

Categories and sample responses are listed below.

12 = TO PROTECT LIFE AND/OR PROPERTY

Age 13	To keep the society at as much peace as they can.
	Because people can be dishonest. Rules are needed in society to control some people.
	Because if there were no rules it wouldn't be safe to walk the streets that's why there's rules.
Age 17	To help cut down on crime rates. Or in other words, to help protect the people in a society.
	So the people don't kill each other or rob others property.
	For the benefit and protection of yourself and others.
Adults	For maintaining some harmony and peace within a society.
	To keep law and order just as the universe is regulated.
	For people to use as a guide line so they may live with their fellow man more peacefully.
	Everyone should observe rules and regulations otherwise there would be no law and order.

13 = OTHER ACCEPTABLE RESPONSES

Age 13	So people will know right from wrong.
	To punish the wrong doers.
	So people know what they can do and what they can't do.
Age 17	So everyone lives according to certain standards.
	There would be standards and laws to live by without such laws, the society will collapse.
Adults	1) Rules commonly agreed upon and enforced make others actions predictable, therefore afford security. 2) Rules assure that new generations which are taught those rules can be assimilated by the society. 3) Rules, enforced, protect the majority of the society from a minority who would disrupt the commonly agreed on standard.
	In order to keep the society running smoothly. You have to have a set of rules and regulations set up kind-of-as a set of boundaries as to how far each and every person has to abide by to keep the group from getting out of hand.
	So that the people can have some type of system to follow and be governed by.

14 = TO PREVENT FRICTION: SETTLE DISPUTES. KEEP PEOPLE FROM BOTHERING EACH OTHER

Age 13	To help pepal get along together.
	So the people get along better.
Age 17	No samples given.
Adults	No samples given.

Categories and sample responses are listed below.

20 = STATES RESULTS OF RULES AND REGULATIONS, NOT REASON FOR HAVING THEM

Age 13	So the society will be a better place to live in. Every society has rules, cause they want there society to be the best. To make it more good for their society. To try to have a better place to live in.
Age 17	To have a better city. To make life better.
Adults	No samples given.

22 = RULES ARE UNNECESSARY OR INEFFECTIVE

Age 13	I don't know. I don't think many of them are just. People should not be governed by such broad and general class laws. A person loses his identity in the world in such an environment. Public schools do this to me.
Age 17	People have rules and regulations because they think it will prevent crimes, but all it does is drive it underground, making it harder to catch the criminals.
Adults	No samples given.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 13	Because if they didn't it would do some. To keep the States from fighting. Because someone might not agree with a suggestion.
Age 17	So they can follow them and not have a bad organization. If they didn't this will probably get more people to join. So a member can be considered a regular member and so the member has to participate in the activities. Because the rich want to own everybody. The rich want to have everybody pay homage to them.
Adults	In order to have any type of club or anything rite, must have rules to govern anything. To keep certain people in or out. Every society must have rules to govern themselves by.

29 = I DON'T KNOW

Suppose a friend of yours says children with black hair and blue eyes are smarter than others.

A. Tell me what you think about this.

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.

If response is given, go to B.)

B. Why do you feel the way you do?

(Stop if no response is given in 10 seconds.)

205013-1

RS101

Release #: RSI01

NAEP #: 205013-1

Theme: SKILLS.
Subtheme: Interpreting information.

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: E. Detect logical errors, unstated assumptions, and unwarranted assertions; question unsupported generalizations; are aware of the complex nature of social causation and understand that the sequence or relationship does not necessarily imply causation.
Objective: V. HAVE A REASONED COMMITMENT TO THE VALUES THAT SUSTAIN A FREE SOCIETY.
Subobjective: B. Believe in the freedoms of the First Amendment and can justify their belief.

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal

Overlap: 9
Package-Exercise: 07-12
National P-value:
RSI01-01 63.66

Timing: No paced tape was used in this individually administered exercise.

SCORING GUIDE: PARTS A&B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = RECOGNIZES THAT GENERALIZATION CANNOT BE SUPPORTED AND CAN TELL WHY, AND STATES THAT DISCRIMINATION IS WRONG

I know some smart people with blond hair and green eyes who make straight A's. I don't think it's nice to say people aren't smart because of the way they look.

11 = RECOGNIZES THAT DISCRIMINATION IS WRONG

No samples given.

12 = RECOGNIZES THAT GENERALIZATION CANNOT BE SUPPORTED AND CAN TELL WHY

I don't think it's true, its just the way people think. Anybody could be smart or not smart, does not depend on what color eye or hair they have.
It's not true. There is a girl in our room who has black eyes and blond hair and she is not smarter than anybody.
It's not your hair and eyes that make you smart, it's the way you think, because everyone is different.
I don't think it's true. Some are smarter than people with black hair and blue eyes.
Its nonesense. It doesn't matter the way you look. What counts is the way you work.
No. All people are the same. I have a friend with black hair and blue eyes and I'm sometimes smarter than she is.

13 = OTHER ACCEPTABLE RESPONSES

No samples given.

Categories and sample responses are listed below.

2̲0 = RECOGNIZES THAT GENERALIZATION CANNOT BE SUPPORTED AND DOESN'T TELL WHY

It wouldn't be true. Because nobody is smarter than other people.
I don't think that this is true. It could be true but I don't think it would be. I don't think God would make them that way.
I wouldn't think it was true. Because it would be a supersition.
That's silly. Because it's not true.
I don't think it's true. Cause I'm happy with my life.
That isn't true. People, some do, it probably isn't true.

2̲1 = DOES NOT DISAGREE WITH THE STATEMENT

Why can't it be that people with blond hair and blue eyes are smarter than others? If people with blond hair and blue eyes are smarter, why can't they be the same?
I'd turn my hair black and my eyes blue. Because I want to be smarter.
If they were and you didn't know how to do something, you could ask them how to do it. If they were smarter and you wanted to be too, then you could practice more.
Sometimes its true. My dad has black hair and blue eyes.
I'd ask them why they think this is true. There might be a reason for him to say this like there was a famous person with black hair and blue eyes who was smart.

2̲8 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES.

I think they're dumb.
I think they should change eyes and be smarter. I don't like people with blue eyes, not very much.
He was brought up right, he is smart and he pays attention. He's smart enough to answer all the questions that people ask him.
They should have the same color so they don't pick at people.
I wouldn't say anything, nobodies perfect.

2̲9 = I DON'T KNOW

These are some things that we know about the United States.

Texas is a LARGE state.
Colorado and Kansas are MEDIUM-SIZED states.
Massachusetts is a SMALL state.

Using the above information decide which one of the following sentences is true.

- ● Texas is larger than Colorado.
- ○ Massachusetts is as large as Kansas.
- ○ Colorado is smaller than Massachusetts.
- ○ Kansas and Texas are about the same size.

- ○ I don't know.

204020-1
RS104

277

STOP DO NOT TURN THE PAGE UNTIL TOLD TO DO SO

Release #: RSI04

NAEP #: 204020-1

Theme: SKILLS.
Subtheme: Interpreting information.

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: D. Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources.
Subobjective: E. Detect logical errors, unstated assumptions, and unwarranted assertions; question unsupported generalizations; are aware of the complex nature of social causation and understand that the sequence or relationship does not necessarily imply causation.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap: 9
Package-Exercise: 04-16
National P-value:
RSI04 67.47

Timing: (in seconds)
RSI04 Stimulus: 37
RSI04 Response: 71
RSI04 Total: 119

It is true that many people in India do not have enough to eat.

Which one of the following does this fact tell us?

○ India is a very large country.

○ People in India eat a lot of meat.

● Some children in India go to bed hungry.

○ Many people in China do not have enough to eat.

○ I don't know.

205002-1

RS106

○ ○ 0
○ ○ 1
○ ○ 2
○ ○ 3
○ ○ 4
○ 5
○ 6
○ 7
○ 8

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Release #: RSI06

NAEP #: 205002-1

Theme: SKILLS.
Subtheme: Interpreting information.

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: E. Detect logical errors, unstated assumptions, and unwarranted assertions; question unsupported generalizations; are aware of the complex nature of social causation and understand that the sequence or relationship does not necessarily imply causation.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap: 9
Package-Exercise: 04-22
National P-value:
RSI06 69.49

Timing: (in seconds)
RSI06 Stimulus: 25
RSI06 Response: 24
RSI06 Total: 60

Read the two statements below and then answer the question which follows them.

1. Freedom of speech is necessary to a democracy.
2. There was no freedom of speech in Nazi Germany.

Which one of the following statements is a logical conclusion to the two statements above?

○ Hitler made very few speeches.

● Nazi Germany was not a democracy.

○ There were no democrats in Nazi Germany.

○ Countries which opposed Nazi Germany had freedom of speech.

○ I don't know.

205010-234

RS111

○0 ○0
○1 ○1
○2 ○2
○3 ○3
○4 ○4
○5
○6
○7
○8

STOP DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

Release #: RSI11

NAEP #: 205010-234

Theme: SKILLS.
Subtheme: Interpreting information.

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: E. Detect logical errors, unstated assumptions, and unwarranted assertions; question unsupported generalizations; are aware of the complex nature of social causation and understand that the sequence or relationship does not necessarily imply causation.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	07-04	04-10	01-23
National P-value:			
RSI11	59.49	80.48	76.35

Timing: (in seconds)			
RSI11 Stimulus:	36	37	37
RSI11 Response:	28	26	*
RSI11 Total:	75	74	*

*Time not limited by paced tape.

Read the following statements made by four speakers. You will be asked to tell which speaker bases his opinion on facts rather than on his personal feelings.

Speaker I: I think Hunter lost the election because members of his own political party failed to support him. I heard from Walters that the Crash Party decided at a secret meeting not to work for Hunter but to support his opponent, Pallor.

Speaker II: I don't think so. Hunter's campaign manager told me that Pallor's workers were buying votes. They were offering the people two dollars each if they would vote for Pallor. That's why Hunter lost.

Speaker III: I disagree with both of you. According to a poll taken after the election, 84 percent of the people questioned said they voted for Pallor because he promised to lower taxes. Hunter lost the election largely because of this issue.

Speaker IV: It is perfectly obvious that Hunter lost because of his religion. I've heard people all over town whispering that they would never vote for a member of that religion.

Which speaker bases his opinion more on facts than on his personal feelings?

○ Speaker I

○ Speaker II

● Speaker III

○ Speaker IV

○ I don't know.

304006-234

RS113

STOP

DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RSI13

NAEP #: 304006-234

Theme: SKILLS.
Subtheme: Interpreting information.

Objective: III. ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION.
Subobjective: D. Distinguish personalized explanations of human affairs from scientific-objective explanations.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	07-15	02-10	03-13
National P-value:			
RSI13	77.48	91.25	88.99
Timing: (in seconds)			
RSI13 Stimulus:	80	82	77
RSI13 Response:	29	27	*
RSI13 Total:	120	120	*

*Time not limited by paced tape.

Following are four statements based on the results of a research study. Which one of the statements is the MOST precise?

○ If cigarettes were harder to obtain, students would be less likely to smoke.

○ Students with poor grades seem to have certain psychological reactions that lead them to smoke.

● Only one-sixth of students with "A" averages smoked, whereas two-thirds of students with "D" averages smoked.

○ The freshman college student is more likely to smoke if he has poor grades and does not participate in campus activities.

○ I don't know.

304003-34

RS116

○ ○
○ ○
○ ○
○ ○
○ ○
○
○
○
○

STOP

DO NOT TURN THE PAGE

UNTIL TOLD TO DO SO.

Release #: RSI16

NAEP #: 304003-34

Theme: SKILLS.
Subtheme: Interpreting information.

Objective: III. ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION.
Subobjective: D. Distinguish personalized explanations of human affairs from scientific-objective explanations.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	17	Adult
Package-Exercise:	03-01	01-10
National P-value:		
RSI16	30.86	39.25

Timing: (in seconds)		
RSI16 Stimulus:	39	39
RSI16 Response:	12	*
RSI16 Total:	62	*

*Time not limited by paced tape.

Some things CAN BE proved to be true or false. Some things CANNOT BE proved to be true or false.

Read each of the statements below and decide whether it can or cannot be proved. If you think it CAN be proved, fill in the oval beside "Can be proved." If you think it CANNOT be proved, fill in the oval beside "Cannot be proved." If you do not know the answer, fill in the oval beside "I don't know." An example is done for you.

Example:

The earth is almost round.

● Can be proved

○ Cannot be proved

○ I don't know.

You would fill in the oval beside "Can be proved" as is shown, because it can be proved that the earth is almost round. Now you do A through E in the same way.

304005-1234

RS117

PLEASE GO ON TO THE NEXT PAGE.

C. People from Mexico are nicer than people from Canada.

○ Can be proved

● Cannot be proved

○ I don't know.

D. One religion is better than another religion.

○ Can be proved

● Cannot be proved

○ I don't know.

304005-1234

RS117

Release #: USI17
RSI17

NAEP #: 304005-1234

Theme: SKILLS.
Subtheme: Interpreting information.

Objective: III. ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION.
Subobjective: D. Distinguish personalized explanations of human affairs from scientific-objective explanations.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:		9	13	17	Adult
Package-Exercise:		03-05	05-15	05-08	05-03
National P-value:					
	USI17B	76.40	95.67	97.75	95.40
	RSI17C	53.10	71.00	78.81	72.33
	RSI17D	57.02	80.42	86.67	82.44
	USI17E	91.56	94.49	97.07	96.84
Timing: (in seconds)					
	Introduction:	62	58	60	59
USI17B	Stimulus:	7	7	7	7
USI17B	Response:	29	17	15	*
USI17B	Total:	40	28	25	*
RSI17C	Stimulus:	9	9	9	8
RSI17C	Response:	29	16	15	*
RSI17C	Total:	42	29	28	*
RSI17D	Stimulus:	7	7	8	7
RSI17D	Response:	28	16	15	*
RSI17D	Total:	42	27	27	*
USI17E	Stimulus:	8	7	8	7
USI17E	Response:	30	16	15	*
USI17E	Total:	47	28	30	*
	Exercise Total:	233	170	170	*

*Time not limited by paced tape.

NOTE: There is no data for Part A of this exercise.

Below is a discussion that was held in 1966. As you read it, try to decide what the two speakers primarily disagree about.

Speaker I: The United States should fight a limited war in Vietnam while seeking a negotiated settlement. Winning of the war in itself won't do any good. The United States must aim instead at seeing that the South Vietnamese have improved education, democratic government, security of life, and then deal with poverty and the lack of medical care. Financial aid, advice, and technological know-how are what are really needed, but we can't make them effective while South Vietnam is being invaded.

Speaker II: Improving living conditions is a good idea, but our primary job is fighting. The United States can't permit itself to be pushed out of an area where it is committed. If we withdraw, we would be telling that part of the world threatened by Communist aggression that we either cannot or will not maintain our position. All that really matters is our power position in international affairs.

What do the two speakers primarily disagree about?

○ What power and poverty mean in international affairs

○ Whether the United States is actually capable of controlling South Vietnam by force

● The extent to which the United States should be involved in Vietnam and the motives for its involvement

○ Whether Communist aggression in Vietnam is worse than a lowered standard of living in the United States

○ I don't know.

201001-34

RS118

STOP DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RSI18

NAEP #: 201001-34

Theme: SKILLS.
Subtheme: Interpreting information.

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: A. Identify and define problems and issues.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	17	Adult
Package-Exercise:	05-15	07-12
National P-value:		
RSI18	75.42	78.88
Timing: (in seconds)		
RSI18 Stimulus:	101	98
RSI18 Response:	31	*
RSI18 Total:	141	*

*Time not limited by paced tape.

The American Declaration of Independence states:

> "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed . . ."

Do the following sentences restate ideas expressed in this quotation from the Declaration of Independence?

C. Some rights can never be rightfully taken away.

● Yes
○ No

○ I don't know.

D. Governments get their right to govern from the people.

● Yes
○ No

○ I don't know.

405012-234
RS120

Release #: USI20
RSI20

NAEP #: 405012-234

Theme: SKILLS.
Subtheme: Interpreting information.
Theme: KNOWLEDGE.
Subtheme: History.

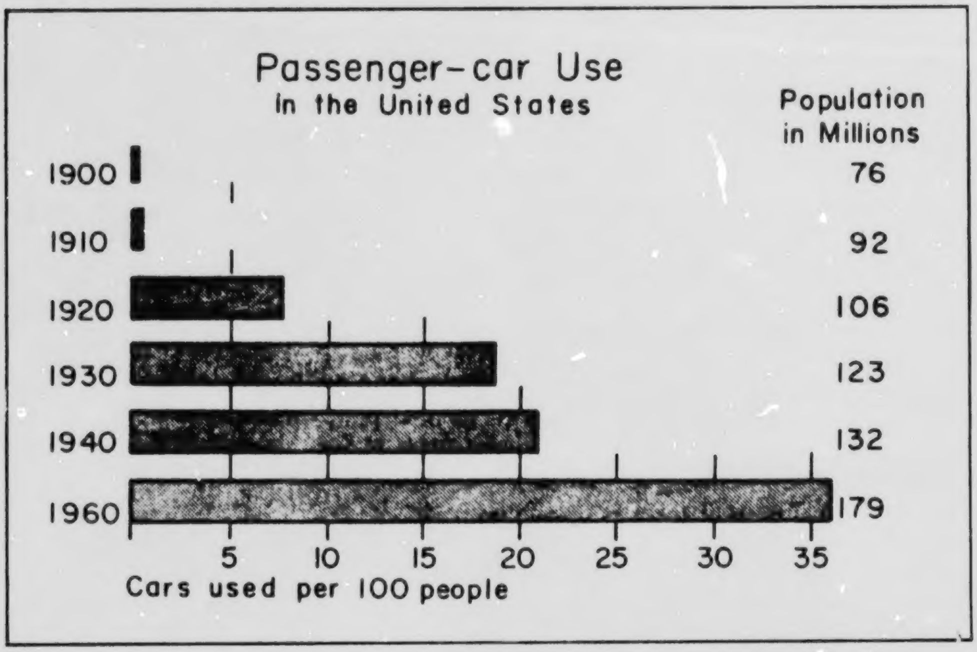
Objective: IV. HAVE KNOWLEDGE RELEVANT TO THE MAJOR IDEAS AND CONCERNS OF SOCIAL SCIENTISTS.
Subobjective: E. Understand some of the major historical developments.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

		13	17	Adult
Overlap:				
Package-Exercise:		04-07	09-02	05-07
National P-value:				
	USI20A	92.72	94.61	96.04
	USI20B	68.68	67.34	64.20
	RSI20C	74.97	79.50	77.97
	RSI20D	80.44	89.93	93.95
Timing: (in seconds)				
	Introduction:	38	33	34
USI20A	Stimulus:	8	6	6
USI20A	Response:	13	15	*
USI20A	Total:	29	30	*
USI20B	Stimulus:	7	6	6
USI20B	Response:	12	15	*
USI20B	Total:	23	25	*
RSI20C	Stimulus:	9	7	7
RSI20C	Response:	13	15	*
RSI20C	Total:	26	26	*
RSI20D	Stimulus:	8	7	7
RSI20D	Response:	14	17	*
RSI20D	Total:	31	29	*
	Exercise Total:	147	143	*

*Time not limited by paced tape.

Look at the graph and answer the question below it.



Does this graph show that more money was spent on building and improving the roads in the United States in 1960 than in 1900?

○ Yes

● No

○ I don't know.

203022-234

R5121

STOP DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RSI21

NAEP #: 203022-234

Theme: SKILLS.
Subtheme: Interpreting information.

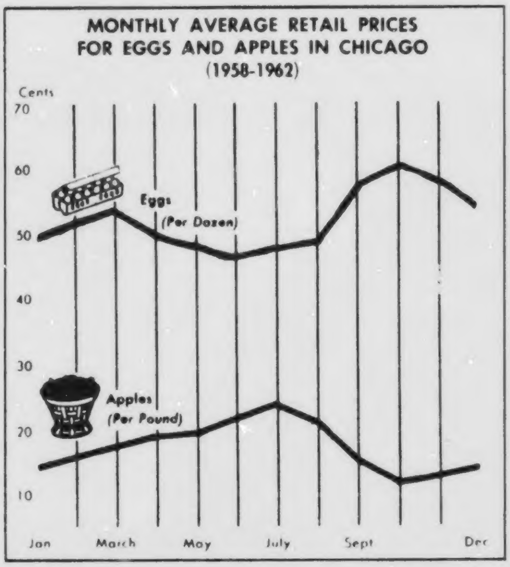
Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: C. Obtain information from a variety of sources.
Subobjective: D. Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text/Bar Graph

Overlap:	13	17	Adult
Package-Exercise:	02-15	01-17	04-12
National P-value:			
RSI21	44.26	67.26	53.61
Timing: (in seconds)			
RSI21 Stimulus:	23	22	17
RSI21 Response:	26	28	*
RSI21 Total:	60	61	*

*Time not limited by paced tape.

Look at the graph, then answer the question below it.



The average retail price of apples was highest in which month?

○ January

● July

○ October

○ December

○ I don't know.

203029-234

RS123

STOP

DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RSI23

NAEP #: 203029-234

Theme: SKILLS.
Subtheme: Interpreting information.

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: C. Obtain information from a variety of sources.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text/Graph

Overlap:	13	17	Adult
Package-Exercise:	01-19	02-06	08-10
National P-value:			
RSI23	89.41	96.43	90.98
Timing: (in seconds)			
RSI23 Stimulus:	22	21	16
RSI23 Response:	27	29	*
RSI23 Total:	60	60	*

*Time not limited by paced tape.

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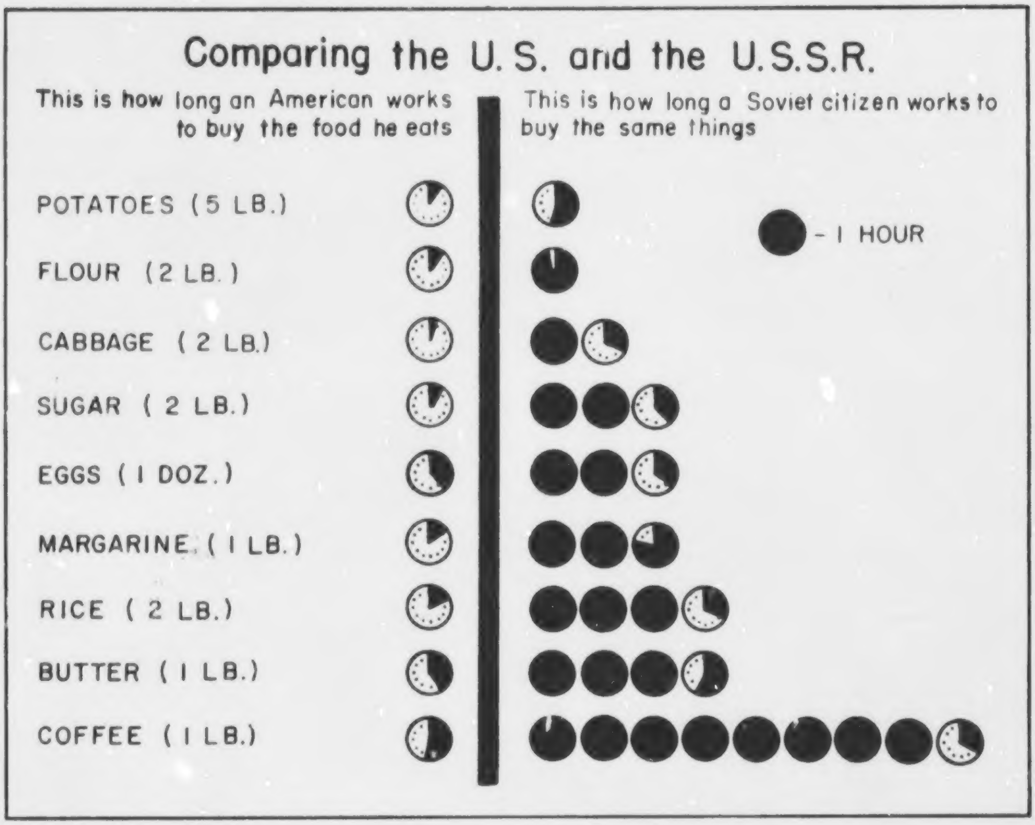

According to the graph above, which one of the following statements is TRUE?

○ Russians eat more cabbage than Americans.

○ Russians work more hours per day than Americans.

○ More coffee is grown in Russia than in the United States.

● Russians work approximately 6 times longer to buy a dozen eggs than Americans work.

○ I don't know.

205012-234

R5125

279

STOP

DO NOT TURN THE PAGE UNTIL TOLD TO DO SO

Release #: RSI25

NAEP #: 205012-234

Theme: SKILLS.
Subtheme: Interpreting information.

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: E. Detect logical errors, unstated assumptions, and unwarranted assertions; question unsupported generalizations; are aware of the complex nature of social causation and understand that the sequence or relationship does not necessarily imply causation.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text/Graph

Overlap:	13	17	Adult
Package-Exercise:	04-13	09-13	02-22
National P-value:			
RSI25	24.02	42.36	54.30
Timing: (in seconds)			
RSI25 Stimulus:	28	24	25
RSI25 Response:	52	54	*
RSI25 Total:	91	88	*

*Time not limited by paced tape.

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Mabel Casner et al., Story of the American Nation (New York: Harcourt, Brace & World, 1962), p. 639. Reprinted by permission of the National Industrial Conference Board.

The table below gives the latitude and longitude of five places. You may use the map on the opposite page to answer the question below the table.

Place	Latitude	Longitude
A	2° N	65° W
B	46° S	171° E
C	42° N	83° W
D	48° N	14° E
E	30° S	31° E

Which one of the five places is located IN or NEAR the Pacific Ocean?

○ A

● B

○ C

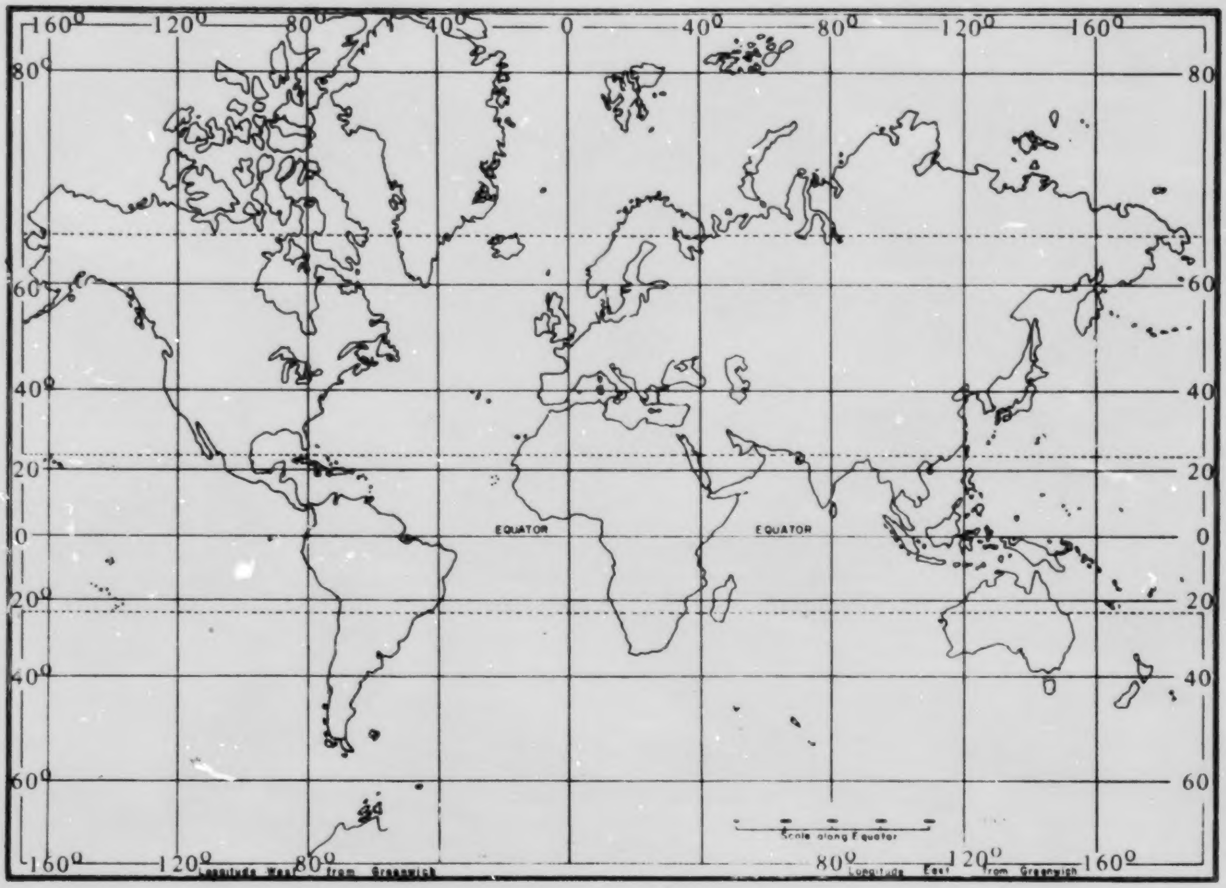
○ D

○ E

○ I don't know.

PLEASE GO ON TO THE NEXT PAGE.

(Continued)


160° 120° 80° 40° 0 40° 80° 120° 160°
80
60
40
20
0
20
40
60
EQUATOR
EQUATOR
Scale along Equator
Longitude West from Greenwich
Longitude East from Greenwich

203025-234

RS126

STOP DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

Release #: RSI26

NAEP #: 203025-234

Theme: SKILLS.
Subtheme: Interpreting information.
Theme: KNOWLEDGE.
Subtheme: Geography.

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: C. Obtain information from a variety of sources.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text/Table and Map

Overlap:	13	17	Adult
Package-Exercise:	04-11	08-09	02-11
National P-value:			
RSI26	23.58	33.93	34.39
Timing: (in seconds)			
RSI26 Stimulus:	29	27	25
RSI26 Response:	50	51	*
RSI26 Total:	88	89	*

*Time not limited by paced tape.

(Before reading this exercise, give respondent the supplementary package opened to page 7.)

This is a picture of a mother and her children. Look at it carefully and tell me as much as you can about this family.

(If respondent answers "Nothing" OR no response is given in TWENTY seconds, go to page 10.

If respondent gives only literal interpretation of picture such as:

"There are three people."
"They are Mexicans."
"They are sitting together."

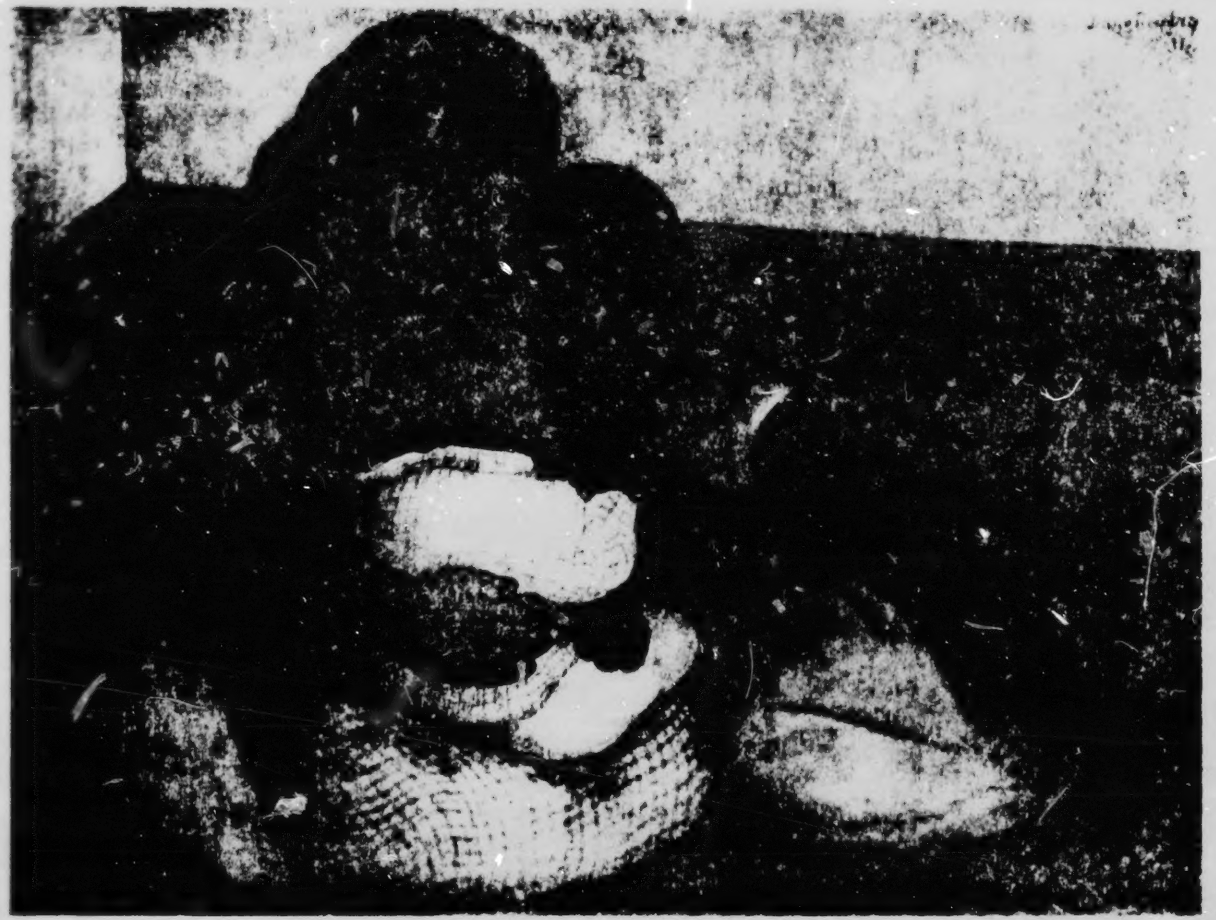
ask, "What do you think the artist wants you to think about this family?"

Stop when respondent answers "Nothing" OR no response is given in 10 seconds.)

302012-1234

RS12B

(Continued)



Mother and Children Diego Rivera

302012-1234

RS128

Release #: RSI28

NAEP #: 302012-1234

Theme: SKILLS.
Subtheme: Interpreting information.

Objective: III. ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION.
Subobjective: B. Obtain insight into human affairs from history and philosophy, and from fiction and other forms of art.

Exercise Type:	Longer answer
Scoring Type:	Semi-Professional
Administration Mode:	Individual
Stimulus Type:	Audio-Verbal/Visual-Picture

Overlap:	9	13	17	Adult
Package-Exercise:	05-11	09-04	11-05	02-05
National P-value:				
RSI28-01	80.69	95.29	96.82	96.92

Timing: No paced tape was used in this individually administered exercise.

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Diego Rivera, Mother and Child (New York: Gemini Smith, Inc.), transparency purchased from and reprinted by permission of Bradley Smith, New York.

RSI28
302012-1234

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = RECOGNIZES POVERTY, LOVE AND SADNESS

Age 9 They look sad and poor. The mother and children are happy to be together.

They look poor, but happy. The little girl is glad she has a little playmate to play with. They look pretty nice but pretty poor--nothing in house--pretty sad mother.

They are not very rich. They are very sad. They love each other.

Age 13 They're poor and lonely. They love each other.

Very poor, there is no father. They are sad they don't have any furniture. The mother cares about her children very much. They love each other a lot.

Age 17 They are very poor and lonely. They are worried about where their next meal will come. They live in a different country in a poor area. They love each other and want to look out for each other.

That family's loving, poor. The woman loves the child and daughter. They have a close relation, the mother has a deep sense of gratification. They're lonely. They care for one another. That's the only gift she has in the world--her children.

Reminds me of a poverty family, looks like a picture of India, how times are hard, and starvation, shows the sorrow and the pressures, you can see a lot of strain in the mothers face holding two kids. You can tell by her hands and her face how she works and still shows affection for her children.

Adults I feel that they are poor and fatherless. I feel there is love and tenderness. Its a picture of the East it gives an impression of something sad just happened.

Its a sad picture. They look like they're poor. The mother looks sad for her children. Also looks like they love one another.

They are a close family. The mother looks like she has had a lot of heartaches and pain and the older child looks like she loves the little one and they look like a close loving family. They show love, and the mother shows hardship but that love in a family conquers all, its more important than poverty.

They have love for one another. They seem to be poor, but sad.

Categories and sample responses are listed below.

11 = RECOGNIZES BOTH POVERTY AND LOVE OR HAPPINESS

Age 9	They are poor. They love each other. They're black. It looks as though they wished they had food. It looks as though they haven't had new clothes for awhile. Looks as though the mother would want food for the children, not for herself.
	They're poor. They love each other.
	They're poor, cold (cuz they're all bunched together). They love each other very much.
Age 13	I think their father left them and the mother has no money. She is trying to keep them warm and telling them she loves them and that she will stay with them. The mother looks weak physically but stronger at heart. The daughter looks like she understands the problems.
	Lot of love in the family, might be poor, may be cold.
	Not very wealthy. They love each other. They look like they are Indians in war times.
	They are poor. They don't have anything to sit on or anything, they have a close relationship.
Age 17	They're close, a close relationship. It doesn't look like they have too much money.
	Poverty stricken. Closeness in family. Old mother, lot of hardships.
	Poor, have a hard time, love each other, seem religious.
	Looks like a scene from the jungle in Chicago in early 1900's, foreign, poor, no furniture, probably looking for work. One looks oriental, the other Spanish, seem to be strongly attached to each other.
Adults	They seem to be very happy even though they are probably living in poverty.
	They are foreign perhaps some kind of Mexican or Spanish. The room is closed perhaps with fatigue. Their lives appear to be serious and difficult. There's no father around. The image is largely maternal. The pose suggests that the family is well knit, close to one another.
	There is warmth, protection and affection. A true gentle identification between the three figures. Poverty is accepted without question.

Categories and sample responses are listed below.

12 = RECOGNIZES POVERTY AND SADNESS

Age 9	They're sad. They don't have a lot of things.
Age 13	Family is poor. Looks like they don't have any food. They are staying close to mother because they will protect her. Looks like baby is going to die because they are hugging it and mother has eyes closed like she is crying. Could have been during war and soldiers were just there.
	Look very sad as some tragedy has happened. No father maybe and no one to help them get food since winter is coming.
Age 17	They look very poor. They don't have a very good home life. It looks like something happened to make them really sad, maybe the father died.
	They are probably starving. The husband is gone or dead. They are very poor. There is nothing in the room but the blanket rug. I think they are Negroes. They don't look very happy.

13 = RECOGNIZES POVERTY ONLY

Age 9	They are poor and need a home.
	Their poor. Because tneir cold and they have no food. They have no fire to keep them warm, they have only one blanket. And they don't have any sofa to sleep on or anything like that.
	They're poor.
Age 13	They are poor; Indian. The artist wants you to think what we've done to them, in case we have driven them off the land.
	They must be poor, their house has no furniture.
	They're a poor family, Mexican. They probably don't have a father. They probably only have the clothes they have on. They look scared.
Age 17	They are poor. Foreign. They are hungry for food. There's no furniture. It looks like they sleep on the floor.
	Poor, cold, hungry mother looks sick, no furniture in the house, most likely, they're going to get evicted.
Adults	They are poor and hungry and they need love.
	It looks like an Indian family. The mother appears to be older than her actual years--probably a result of a very hard life. They seem to show the effects of poverty by lack of furnishing in house, lack of any objects that show any love or warmth. Over all impression is just pathetic.

Categories and sample responses are listed below.

14 = RECOGNIZES LOVE OR HAPPINESS BUT NOT POVERTY

Age 9	That they love each other.
	They love each other very much. They are happy.
	His mother care about him and his sister care about him.
Age 13	Family seems to be happy about the newborn baby.
Age 17	Like love and peace between a mother and her kids. The mother seems like she has worries and she's comforting her kids. Like the little girl, her eyes are just shining like she don't have a worry in the world. Like the mother's eyes are closed, she's wondering what tomorrow will bring.
Adults	They seem like they're a happy family. Shows the expression of closeness.

15 = RECOGNIZES SADNESS BUT NOT POVERTY

Age 9	That we should take the food over to them. They are sad.
	They're all together--They've lost their dad it looks like--They're not happy. Looks like the mother is crying.
Age 13	Something happened to the father just recently. The family just found out and are in mourning.
	Togetherness in grieving. They come together when something tragic happen.
Age 17	Loneliness, sadness, unhappy, maybe they have nowhere to go.
	They look sad. The mother is trying to comfort the children because something happened to the father.
Adults	No samples given.

16 = OTHER ACCEPTABLE RESPONSES

Age 9	That they're thankful for what they have.
	Mother is trying to make them feel safe. They are comfortable with their mother.
Age 13	Some kind of storm came and all the furniture was taken out. The father went to work and they were scared.
	They're close together, they act like they're scared or something.
Age 17	Looks like there's a war going on. They're all scared and holding on to one another for security.
	Looks like they're praying.
Adults	Seemed like the baby is sick by the look on the mother face. She look as if she is praying for better for the future.

RSI28
302012-1234

Categories and sample responses are listed below.

20 = SEES NO SOCIAL IMPLICATIONS, A LITERAL READING OF THE PAINTING

Age 9	It looks to me like they live in Africa. Well, there's a girl and a baby and a mother. They're sitting on the floor. It looks like their mother is asleep. And they're all close up together. They're sitting on the rug. They have long dresses on. They all have dark hair. The girl's awake.
Age 13	They live in New York. Their names are Bradley Smith. A mother and her children, looks like the husband and father died. They are Negroes. Their clothes were old.
Age 17	They are in some kind of a prison. They aren't starving or anything.
	It is a mother and her daughters, they are sitting on a rug in an empty room, they appear to be Indians.
Adults	Looked like an Indian family. Maybe they were huddled together because it was cold.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

No samples given.

29 = I DON'T KNOW

Look at the cartoon on the opposite page. What idea is the artist trying to put across in this cartoon?

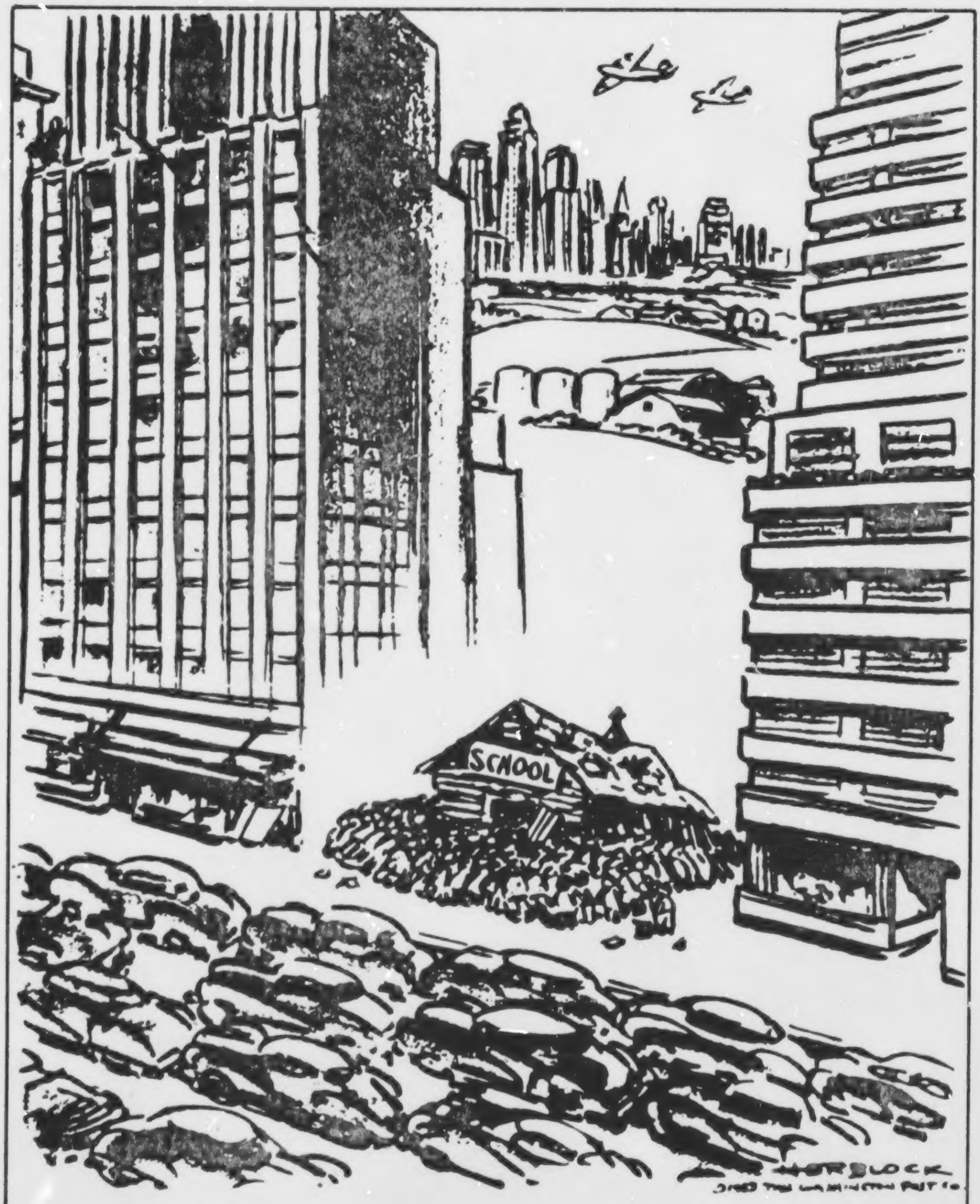
302019-234

RS131

STOP

DO NOT TURN THE PAG

UNTIL TOLD TO DO SO


SCHOOL
HERBLOCK
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Richest Country In The World

9/8/1953

302019-234

RS131

293 312

Release #: RSI31

NAEP #: 302019-234

Theme: SKILLS.
Subtheme: Interpreting information.

Objective: III. ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION.
Subobjective: B. Obtain insight into human affairs from history and philosophy, and from fiction and other forms of art.
Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: C. Obtain information from a variety of sources.

Exercise Type:		Longer answer
Scoring Type:		Semi-Professional
Administration Mode:	13	Individual
	17	Group
	Adult	Group
Stimulus Type:	13	Audio-Verbal/Visual-Cartoon
	17	Text/Cartoon
	Adult	Text/Cartoon

Overlap:	13	17	Adult
Package-Exercise:	10-05	03-17	08-15
National P-value:			
RSI31-01	82.86	88.14	91.28

Timing: (in seconds)			
RSI31 Stimulus:	*	10	9
RSI31 Response:	*	49	*
RSI31 Total:	*	59	*

*Time not limited by paced tape.

Copyright Information:

Herbert Block, "Richest Country in the World" from Herblock's Here and Now (New York: Simon & Schuster, 1955), p. 273. Reprinted by permission of Herbert Block.

RSI31
302019-234

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = IDENTIFIES CONTRASTS OR RELATIONSHIPS IN CARTOON

Age 13 People are more interested in building factories and making money than in education.
We're the richest country in the world--we've got problems with over-population and crowding, crime and poverty. We're not using the money wisely.
Big cities are rich in material things but often poor in things that count--like education.
It may look rich but it's overcrowded.

Age 17 Our society is drowning in its own affluence. We are reaping harvest of unplanned, illogical industrial growth. Herblock is pointing out the irony of our wealth; it has gotten so out of hand that we are its victims. Also, note the lousy priorities--schools come last.
"Rich" is signifying over population, over crowdedness and technology. Obviously, the situation doesn't depict a rich country; it depicts a nation that has not faced the reality of all the problems it has or will have.

Adults With all the wealth, no one took time to build schools, which has created overpopulated classrooms.
That there is more money going into buildings, cars, planes, etc, than schools--as the school system is crumbling.

11 = IDENTIFIES MORE THAN ONE OF THE MAJOR POINTS MADE IN THE CARTOON BUT DOES NOT NOTE ANY CONTRASTS OR RELATIONSHIPS

Age 13 Air pollution. Crowded conditions.
Traffic jams. Problems with the schools in that they don't have enough room. Not enough farm land there either.
Over-crowded schools, traffic jams, unclean cities.
What is happening to our city--ruined by population and polution.

Age 17 The overcrowding in the schools, on the highways and in the air.
I think it means that the country used to be full of natural resources and now it is losing all them and the country is over-populated.

Adults No samples given.

Categories and sample responses are listed below.

12 = IDENTIFIES ONE MAJOR POINT MADE IN CARTOON BUT DOES NOT NOTE ANY CONTRASTS OR RELATIONSHIPS

Age 13	Overpopulation in the schools.
	An overflow in the city. The city is too crowded.
Age 17	The school is not modern, over crowded and lack of sufficient supplies.
	Not enough time and money are put into the schools.
Adults	We need more schools and better ones
	Crowded conditions in cities.

13 = OTHER ACCEPTABLE RESPONSES (NO SAMPLES GIVEN)

20 = FAILED TO NOTE ANYTHING OF IMPORTANCE IN CARTOON

Age 13	School fall down, airplanes are flying.
	Cars, school, city stores.
Age 17	The student is going in school building and airplanes are flying above it and tall buildings.
Adults	No samples given.

21 = COMPLETELY MISSED THE POINT OF THE CARTOON OR MADE POINT NOT DEPICTED BY CARTOON

Age 13	They're trying to build houses.
	Cars--someone is trying to get to places they want to go. They're blowing their horns.
Age 17	A war is going on. The plane dropped bombs on the school.
	To get a good job you need a good education.
	Education is taught everywhere. A city with its skyscrapers and traffic jams still demands education.
Adults	The idea that all communities need the things displayed in "Richest Country in the World".

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 13	The picture is of the richest country in the world.
Age 17	It is portraying the town in the air and in the streets.
Adults	Higher education.

29 = I DON'T KNOW

Please listen carefully to this recording of "Walk A Mile In My Shoes." While listening, try to identify the main idea or message expressed in this recording.

WALK A MILE IN MY SHOES

If I could be you and you could be me for just one hour,
If we could find a way to get inside each other's mind.
If you could see you through my eyes instead of your ego,
I believe you'd be surprised to see that you'd been blind.

Chorus
Walk A Mile In My Shoes,
Walk A Mile In My Shoes,
And before you abuse, criticize and accuse,
Walk A Mile In My Shoes.

Now your whole world you see around you is just a reflection
And the law of common says you reap just what you sow.
So unless you've lived a life of total perfection
You'd better be careful of every stone that you should throw.

And yet we spend the day throwing stones at one another
'Cause I don't think or wear my hair the same way you do.
Well I may be common people but I'm your brother
And when you strike out and try to hurt me it's a-hurtin' you.

Chorus repeated

There are people on reservations and out in the ghettos
And, brother, there but for the grace of God go you and I.
If I only had the wings of a little angel
Don't you know I'd fly to the top of the mountain and then I'd cry.

Chorus repeated

302014-23

R5132

PLEASE GO ON TO THE NEXT PAGE.

(Continued)

What is the main idea or message expressed in this recording?

302014-23

RS132

STOP

DO NOT TURN THE PAGE

UNTIL TOLD TO DO SO

Release #: RSI32

NAEP #: 302014-23

Theme: SKILLS.
Subtheme: Interpreting information.

Objective: III. ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION.
Subobjective: B. Obtain insight into human affairs from history and philosophy, and from fiction and other forms of art.

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Text/Audio-Song

Overlap:	13	17
Package-Exercise:	02-22	07-20
National P-value:		
RSI32-01	32.73	43.13

Timing: (in seconds)		
RSI32 Stimulus:	274	262
RSI32 Response:	129	148
RSI32 Total:	405	410

Copyright Information:

Joe South, "Walk a Mile in My Shoes," *Don't It Make You Wanta Go Home?*, Joe South, arranger and singer, Capitol Records, Inc., Hollywood, ST-392. Copyright 1969 Lowery Music Company, Inc., P.O. Box 9687, Atlanta, Georgia 30319. International copyright secured. All rights reserved. The artist appears through the courtesy of Capitol Records, Inc.

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = RECOGNIZED IMPORTANCE OF UNDERSTANDING OTHERS' FEELINGS, ACTIONS, LIFE STYLE

Age 13 It means that before you go and talk about someone you should take their place and feel how they feel and that everyone is different and have their own ways.

This person is a hippy and people don't like him. He says if only they would be him for an hour, they may begin to like him or at least not hate him or begin to understand him.

If you haven't tried it, don't knock it.

That they are brothers and its not hurting him as much as it is hurting others. And if you could be him you would understand how it is to be criticized and accused.

Age 17 I believe that the main idea or message expressed in this recording is one of human nature. It tries to get you to feel and think the way another person would. It says that you don't understand other people because you don't know how they feel.

That people today should put theirselves in somebody elses place before they criticize other people.

Look at people for what they are not for what they look like.

You should try to see another person's point of view before cutting them or condemning them of something.

Accept me as I am. Before you do any talking about "who's better than who", take my place for just a little while. See how there's not much of a difference between me and you. We're all brothers and sisters and in order to live and let live we'll have to try to understand and accept one another.

11 = RECOGNIZED IMPORTANCE OF UNDERSTANDING OTHERS' FEELINGS, ACTIONS, LIFE STYLE - MENTIONS A SPECIFIC GROUP OR "MINORITY GROUP" (USED ONLY FOR AGE 17)

Age 17 Don't criticize somebody if they have long hair or some other physical appearance that you don't like unless you see what they are like. Their personality may be different.

Categories and sample responses are listed below.

20 = DID NOT UNDERSTAND MEANING OF THE SONG, BUT DID SEE SOME SOCIAL IMPLICATIONS (USED ONLY FOR AGE 17)

Age 17
The main idea of this record is that no matter what race or how you dress no one has the right to talk about the way you look or act. Because under your skin we're all brothers.
You should not criticize people unless you are perfect.
That everybody is really in this world together. Long-haired people should be treated like common people. When you try to criticize a certain group or kind of people you are really criticizing everyone.
Wake up you imperfect, prejudiced bigot.

21 = REPEATS TITLE OR WORDS IN RECORDING WITHOUT EXPLAINING MEANING

All ages
To walk a mile in my shoes.
Before you abuse, criticize, and accuse.
Walking a mile in my shoes.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 13
That he was trying to get people to walk and stop driving cars and we would have less polatution.
That someone what to go with a person.
Don't disobey the law before you accuse somebody of something.
Don't walk so much in a nice pair of shoes when you have other shoes to wear.

Age 17
That he would walk a mile for a "camel."
That they could be each other in life.
No matter what you're doing, you can always walk away from it.

29 = I DON'T KNOW

Please listen carefully to this recording of "Carefully Taught" from South Pacific. While listening, try to identify the main idea or message.

You've got to be taught
To hate and fear
You've got to be taught
From year to year
It's got to be drummed
In your dear little ear
You've got to be carefully taught.
You've got to be taught
To be afraid
Of people whose eyes are oddly made
And people whose skin is a different shade
You've got to be carefully taught.
You've got to be taught before it's too late
Before you are 6 or 7 or 8
To hate all the people
Your relatives hate.
You've got to be carefully taught.
You've got to be carefully taught.

What is the song about?

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302017-234
RS133

STOP

DO NOT TURN THE NEXT PAGE
UNTIL TOLD TO DO SO.

Release #: RSI33

NAEP #: 302017-234

Theme: SKILLS.
Subtheme: Interpreting information.

Objective: III. ARE SENSITIVE TO CREATIVE-INTUITIVE METHODS OF EXPLAINING THE HUMAN CONDITION.
Subobjective: B. Obtain insight into human affairs from history and philosophy, and from fiction and other forms of art.

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Text/Audio-Song

Overlap:	13	17	Adult
Package-Exercise:	03-22	04-19	01-25
National P-value:			
RSI33-01	22.20	39.33	38.85
Timing: (in seconds)			
RSI33 Stimulus:	100	100	102
RSI33 Response:	169	144	*
RSI33 Total:	269	244	*

*Time not limited by paced tape.

Copyright Information:

Richard Rodgers and Oscar Hammerstein II, "You've Got To Be Carefully Taught," South Pacific. Copyright 1949 by Richard Rodgers and Oscar Hammerstein II. Used by permission of Williamson Music, Inc., New York and WUOM (University of Michigan radio station).

RSI33
302017-234

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = REFERENCE TO THE LEARNING OF FEAR, HATRED, PREJUDICE

Age 13
You are not born prejudiced, your parents and friends teach you to be with their actions and words.
It is about stereotyped bigotry--racism and hate are learned feelings. They are not instinctive. A child, separated from other humans, would not be racist.
Any prejudices that we have are really the opinions of our parents that we hear so often, we start to believe them ourselves.
It about people who try to make you hate someone just because they are different.

Age 17
Explaining the prejudice, hate and fear passed down to youngsters from the older generation. Prejudice and hate are learned, not inherited.
The song lashes out at parents and people who try to impose their prejudiced views on young children. The children could probably overlook the differences between them (color, sex, creed) if they were allowed. The older people should really learn from the children.

Adults
Discrimination is not something that is a natural instinct. It is taught.
The manner in which racial prejudices are inculcated.
About a number of the sentimental fair-to-middling-liberal cliches Oscar Hammerstein mistook for thought: or hate is not innate.

11 = OTHER ACCEPTABLE RESPONSES--MORALIZES ON THE BASIS OF THE SONG

Age 13
To teach people not to dislike people if they are not white and not to hate people if your relatives hate them.
You shouldn't make fun of people because of race, color, religion or how he talks.
I think its a criticism of people's hatred, it is trying to get people to see how stupid it is.

Age 17
It is sarcasm which makes fun of the way children are taught prejudice. It's main idea is to say that this is wrong.

Adults
It means to love one another. Doesn't make any difference because of the color of your skin.
To love your neighbor or peoples of all races and creeds.
In order for there to be equality and no race discrimination, children should be raised in an environment where they learn by every day occurances that all men are created equal.

Categories and sample responses are listed below.

12 = COPIES THE MAIN IDEA OR MESSAGE VERBATIM FROM SONG

All ages	You've got to be taught to hate and fear. You've got to be taught from year to year. You've got to be carefully taught. "You've got to be taught to hate all people your relatives hate." "You've got to be taught to hate and fear." That you have to be taught to be afraid of people whose eyes are oddly made and people whose skin is a different shade.

20 = DOES NOT FULLY RECOGNIZE THE MAIN IDEA OR MESSAGE

Age 13	The song is about prejudice. That the kid has to be taught that he thinks like his relatives and not his own thoughts.
Age 17	It is a song about teaching children to hate people (Negroes, Chinese, etc.) that are different than themselves. It is about racial prejudice. It is written ironically to view the thoughts of bigots. Teach to hate people.
Adults	Prejudice and discrimination. Taught to hate.

21 = REVERSES MESSAGE OF SONG OR THINKS THE SONG SHOWS POSITIVE ATTITUDE TOWARD PREJUDICE.

Age 13	This song is about children who should be afraid of peoples eyes or peoples color and you got to be carefully taught. That you should hate all the people that are different from you. Telling you how you should be taugnt to be bad.
Age 17	About someone who has to be taught to hate and to fear. That you have to be afraid of things. To hate everybody your parents hate. But you must be carefully taught on what to do in this world. The song is teaching a small person to hate people different in color or a person that is different from him. He is being taught to be prejudiced toward everyone his relatives hate. The person is taught not to accept.
Adults	No samples given.

RSI33
302017-234

Categories and sample responses are listed below.

22 = COPIES PART OF SONG VERBATIM OR ALMOST VERBATIM (DOES NOT COMPLETE MAIN IDEA OR MESSAGE)

Age 13	You've got to be carefully taught.
	It says you have to be taught before its too late.
Age 17	The song is about you got to be taught to year to year in your dear little ear you've got to be carefully taught.
Adults	Carefully taught to hate and fear.
	You've got to be taught before it's too late.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 13	That us children can't always be brave.
	You got to learn.
	To be brought up in a nice family and try to follow your parents.
Age 17	You should learn all you can in each year, and stay in a clean group of kids. And so you can be something when you grow up to have a good job.
	You've got to be taught about life while your still young, so you'll know the right from the wrong. You've got to know what obsticals you'll encounter.
	This song is about watching out for black people.
	About the war in the South Pacific in WW II, it seems to portray or make fun of the opposition to the war.
Adults	You have to be taught to do everything.
	I think it is a song depict how life was years ago: how the feelings were kind of a one train of thought.

29 = I DON'T KNOW

Suppose your class is studying about Peru, a country in South America. A man from Peru is coming to visit the class. What two questions would you want to ask him about his country?

(1) ____

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(2) ____

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(If respondent answers "Nothing" OR no response is given in 10 seconds, go to next exercise.

If respondent pauses after first response ask, "What else would you want to ask him about his country?"

Stop after 2 responses OR when respondent answers "Nothing" OR no response is given in 10 seconds.)

101012-1

R5001

(1) (2)

Release #: RS001

NAEP #: 101012-1

Theme: SKILLS.
Subtheme: Obtaining information.
Theme: KNOWLEDGE.
Subtheme: Geography.

Objective: I. HAVE CURIOSITY ABOUT HUMAN AFFAIRS.
Subobjective: A. Raise questions and seek answers.

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal

Overlap: 9
Package-Exercise: 07-04
National P-value:
RS001-15 68.94

Timing: No paced tape was used in this individually administered exercise.

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = QUESTIONS RELATED TO COMMUNICATIONS (WRITING OR SPEAKING)

Do the children speak English?
If their language is different from ours.

11 = QUESTIONS RELATED TO LIFE STYLES OR CUSTOMS

How they get their food.
What kind of clothing do they wear.

12 = QUESTIONS RELATED TO LIVING CONDITIONS (HOUSING, PUBLIC SERVICE)

Are they poor?
What kind of homes they live in.

13 = QUESTIONS RELATED TO EDUCATION

How do they treat the children at school there?
If they have schools like ours?

14 = QUESTIONS RELATED TO RECREATION OR HOBBIES

What type of games they play.
Are there kids to play with?

15 = QUESTIONS RELATED TO GOVERNMENT, HISTORY OR POLITICAL ATTITUDES

If they have many wars.
When was it discovered?
What is the capitol of his country?

Categories and sample responses are listed below.

16 = QUESTIONS RELATED TO PHYSICAL CONDITIONS (GEOGRAPHY, POPULATION, WILDLIFE, WEATHER)

What's the climate?
Are there any real big towns?
If it's very hot or cold down there?
How his country look like, how the inside look like?

17 = QUESTIONS RELATED TO OCCUPATIONS, INDUSTRY, ECONOMICS

What does the money look like?
What kind of work he do?
What was their farming like?
If they have metal or steel like we have.

18 = SATISFACTION WITH LIFE IN PERU

How he like his country.
How do you like it there?

19 = OTHER ACCEPTABLE RESPONSES

Is it modern like the U.S.?
If their skin is the same color as ours?
What is it like?

20 = DOES NOT SHOW INTEREST IN COUNTRY OR WAY OF LIFE

Do you have any children?
Where were you born?

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

About how it's running.
What is the strongest animal in Africa?

29 = I DON'T KNOW

Acceptable: Asked two questions in categories 10-19.

A. Do you like to learn about how people in other lands live, work, and play?

○ *Yes (Go to B)*

○ *No (Go to C)*

○ *I don't know. (Go to C)*

○ *No response (After 10 seconds, go to C)*

B. Why do you feel the way you do?

____

____

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101022-12
RS003

Release #: RS003
US003

NAEP #: 101022-12

Theme: SKILLS.
Subtheme: Obtaining information.

Objective: I. HAVE CURIOSITY ABOUT HUMAN AFFAIRS.
Subobjective: A. Raise questions and seek answers.

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal

Overlap:	9	13
Package-Exercise:	06-10	09-01
National P-value:		
RS003B04	83.37	84.07
US003D02	77.26	81.60
US003F02	74.28	70.89

Timing: No paced tape was used in this individually administered exercise.

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = INTEREST IN TOPIC, PER SE

Age 9
It's interesting.
Then I would know more about history in other lands.
They may have a different world. I want to know.
I want to know what kind of food they eat.
Because I like it. Because I never saw them.
It gives me something to read about or think about.
We already know how we live.
It's exciting to learn games and learn how they live.

Age 13
Because I like to learn about how different people live and work, and how their schools are.
I feel sorry for them; I like to know how they talk; some places they don't have food and they die of hunger; their clothes are weird, long skirts in Japan.
Its fun seeing how other people manage and live.
I just like to know about them.
Cause it tells me what the world's about in other countries.
The way they do different things--how they eat and dress.

11 = INTEREST IN COMPARING THEIR COUNTRY OR TIME WITH OURS

Age 9
To see if the land is like our country.
Because I want to see if they live, work and play the same way we do.
I want to know if they play something like we do.

Age 13
I like to have interest in other lands and find out if we have it a lot better than they do.
I like to compare the way they live to the way we live.
I don't know, I guess just to see how other people are different from us.
Because it's interesting to find out how they differ from us.
It's good to know how other people live and the difference in their environment and ours.

Categories and sample responses are listed below.

12 = INTEREST LEADING TO APPLICATION OF KNOWLEDGE

Age 9 If I go there, I would want to know about it.
We could do the thing they do and it could be fun, but for that we've got to learn what they do.
If somebody from another land came down the street and ask me about our country, and then ask me if I know anything about their country and I'll say "Yes."
Because my dad said we were going somewhere in Africa.
Age 13 If we know about other people, then we can learn more about ourselves.
Nice to know so we can help them in other countries or trade with them.
So you can tell other people when they ask you.

13 = OBLIGATION OR NEED TO GET INFORMATION

No samples given.

20 = NOT INTERESTED IN OTHER COUNTRIES

No samples given.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 9 Because some people need jobs and God put them a different way from us.
Just because.
Age 13 No particular reason.

29 = I DON'T KNOW

A. Which ONE of the following people would you MOST want to talk to?

○ City planner
○ Labor leader
○ Lawyer
○ Mayor
○ Sheriff
○ TV newsman

○ None of the above.

B. If you selected one of the people above, what is the ONE question you would ask him about his work?

____

____

____

101021-1234
RS005

⓪	⓪	⓪	⓪
①	①	①	①
②	②	②	②
③	③		③
④	④		④
	⑤		⑤
	⑥		⑥
	⑦		⑦
	⑧		⑧
			⑨

STOP DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

Release #: RS005

NAEP #: 101021-1234

Theme: SKILLS.
Subtheme: Obtaining information.

Objective: I. HAVE CURIOSITY ABOUT HUMAN AFFAIRS.
Subobjective: A. Raise questions and seek answers.

Exercise Type:		Short answer
Scoring Type:		Semi-Professional
Administration Mode:	9	Individual
	13	Group
	17	Group
	Adult	Group
Stimulus Type:	9	Audio-Verbal
	13	Text
	17	Text
	Adult	Text

Overlap:	9	13	17	Adult
Package-Exercise:	07-10	03-21	04-17	05-25
National P-value:				
RS005-07	73.40	66.93	66.21	61.97
Timing: (in seconds)				
Part A Stimulus:	*	16	17	17
Response:	*	18	15	*
Total:	*	39	38	*
Part B Stimulus:	*	8	7	8
Response:	*	26	28	*
Total:	*	34	35	*
Total:	*	73	73	*

*Time not limited by paced tape.

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = DESCRIPTION OF JOB (OR QUESTIONS HE COULD ANSWER AS EXPERT IN THE FIELD)

Age 9	Are all the plans alike?
	Is it really hard--every minute does someone come giving him papers?
	What mostly do you do in your job?
	What does he do to help the people of his town?
Age 13	Is it hard to keep track of all the work you have to do?
Age 17	Are you your own boss?
	What is the hardest part of his job?
	What are his duties?
	How long does he work?
	I would ask him if he did his job with justice?
	What his duty demands of him?
Adults	Is your work hard?

11 = MONETARY ASPECTS, REMUNERATION

Age 9	How much money do you make?
Age 13	How much do you get paid for a murder case?
Age 17	Are his expenses paid when he goes abroad on assignment?
Adults	How much do you charge to take a case?

12 = APPLICATION, QUALIFICATIONS, TRAINING

Age 9	How he gets to become one?
	How did they train him?
Age 13	How hard is law school and how long does it take to complete it?
	Why did you want to be Sheriff?
	What do you have to do to qualify for a TV news reporter?
	How do people get on T.V.?
	How did he become a Mayor in the United States?
Age 17	I would ask him how much training that was required his type of job.
	How did he get the job?
	Do you have to be skilled?
Adults	How many years of study did it take him to become a good experienced lawyer?
	Why are the qualifications of being a sheriff so rigid?

Categories and sample responses are listed below.

13 = SATISFACTION WITH JOB, LIKING FOR JOB

Age 9	Is his work interesting or real hard or sorta easy?
	Is it fun?
	Do you like the job? Do you like going around helping other people?
	How do you like your work?
	If he ever got tired of it?
Age 13	How much fun is it to chase people when they run a red light?
	Is it interesting talking about news?
	Do you find it to be an exciting life?
	Isn't your work depressing?
Age 17	Does he enjoy his work? Does he find it entertaining? What ability you need for the job?
	I would like to see if they get a personal satisfaction out of reporting crimes and bad news. They never seem to have anything good to say.
Adults	Does he like to interview important people and find out some peculiar things about them?

14 = SPECIFIC QUESTION ABOUT NATURE OF JOB, WHICH WOULD USUALLY ONLY APPLY TO ONE TYPE OF PERSON--APPLYING THE JOB

	Sheriff
All ages	How many people he arrests a day?
	TV Newsman
All ages	If you get embarrassed in front of the TV set?
	What is most important thing he has to keep in mind when he is on air?
	If he reports the news as it is or if he changes some of it or doesn't tell it like it is?
	If he helps get TV film?
	Lawyer
All ages	What is the most important case you have ever done and did you succeed in your job?
	Do you have your own morals when you work or do you do as your client wants?
	Do you ever take any cases that you do not believe, and why or why not?
	How do you go about preparing for a case?
	Mayor
All ages	Why doesn't he have more done for his district?
	Does he make decisions for the settlement of a situation or does he make decisions to influence his re-election?

Categories and sample responses are listed below.

15 = QUESTIONS WHICH WOULD BE ASKED OF A PERSON BECAUSE HE IS AN EXPERT IN THE FIELD, BUT DOES NOT DIRECTLY RELATE TO JOB

Sheriff

Age 9 Ask him to tell me all the laws.
Is there any crimes lately?
Age 17 What is the main reason for so many crimes and what does he think would be the best thing to help?
Do you think crimes will ever diminish in number?
Why is there so much emphasis on petty crimes or civil disobedience rather than major crimes in small towns?
Adults What is being done about the slums, drugs and delinquency in the area?

City Planner

Age 17 Does it cost as much as they say to run a city?
Why all towns don't have some type of recreation for young people?
How is the city going to be changed in the future?
How we would go about getting new roads in our town?

Labor Leader

Age 17 Is organized crime involved in labor as much as is implicated?
What are the current working conditions?
What does it take to get what you want without violence?

Lawyer

Age 17 What rights the schools really have over students?
Why teenagers are forced to pay higher auto insurance even though you don't have a wreck?

TV Newsman

Age 17 If he had been in various war zones, I would ask him about warfare and his true feelings toward it.

20 = ANY RESPONSE TO B WHEN NONE SELECTED TO A

All ages None of the subject areas above are appealing.
I would like to talk to President of the United States. I would ask, "Are you helping our country or just keeping people satisfied for now?"
I don't care. I wish with all but it is impossible.

Categories and sample responses are listed below.

21 = QUESTIONS NOT RELATED TO THE WORK BEING DONE BY THE PERSON SELECTED

City Planner

Age 9 Why doesn't he get a plane and spray poison to kill bugs in tomatoes?

Adults How would I go about getting in on bidding for some of the lock work?

Labor Leader

Age 9 What does he ask criminals?

Age 17 I would ask him if he had an opening I could fill?

Sheriff

Age 9 Where do you come from?

Age 17 How do you feel about different races of people?

TV Newsman

Age 9 If he had a wife and kids?
How he makes cartoons and that?
If I could be on TV with him?

Age 13 Why do you sometimes start laughing at the beginning?
How do they make T.V.?

Lawyer

Age 13 When he sentences a person, do other people put him down?

Age 17 How is the situation of our country economically and politically?

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 9 Could you help me?
I want to be a police girl when I grow up.

Age 13 If its over five dollars forget it.
I will ask him.
What does your wife say?

Age 17 The freeways are too small.
Where are you?

Adults I would like to ask a particular T.V. newsman why he don't shut up. That would be the biggest service he could perform for his country.

29 = I DON'T KNOW

Acceptable: Would talk to one person and asked a question in categories 10-15.

Suppose there are two men running for mayor in your town. One candidate thinks a large area of land in your community should be made into a public park, and the other candidate thinks the land should be used for industry.

A. Tell me two things you could do to find out why each candidate thinks as he does.

(1) ____

____

____

(2) ____

____

____

(If respondent answers "Nothing" OR no response is given in 10 seconds, go to B.

If respondent pauses after first response ask, "Is there anything else you could do?"

Stop after 2 responses OR when respondent answers "No" OR no response is given in 10 seconds.)

(Go to B)

101020-234

RS006

A			
(1)		(2)	
0	0	0	0
1	1	1	1
2	2	2	2
	3		3
	4		4
	5		5
	6		6
	7		7
	8		8
	9		9

Release #: RS006
US006

NAEP #: 101020-234

Theme: SKILLS.
Subtheme: Obtaining information.
Theme: KNOWLEDGE.
Subtheme: Political science.

Objective: I. HAVE CURIOSITY ABOUT HUMAN AFFAIRS.
Subobjective: A. Raise questions and seek answers.
Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: C. Obtain information from a variety of sources.

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal

Overlap:	13	17	Adult
Package-Exercise:	09-10	12-04	06-02
National P-value:			
RS006A10	42.10	62.18	68.86
US006B01	69.65	75.13	76.15

Timing: No paced tape was used in this individually administered exercise.

RS006
PART A
101020-234

SCORING GUIDE: PART A

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = QUESTIONS CANDIDATE (ACTIVE)

All ages	Interview them.
	Talk to them and let them tell you what they think. Find out what they like.
	Ask him why he wanted a public park.
	Get a group together and try to communicate with him.
	I could try to make an appointment with them.
	Write a letter and ask for a reply.
	Call and ask their opinion about things.

11 = RESEARCHES CANDIDATES' BACKGROUNDS OR ATTITUDES

Age 13	Talk to someone real close to them, a running mate or someone.
Age 17	Look into their past.
	Go check on his records. Go down to the administration and find out about him.
	Ask someone who's in office with him.
	By looking up their background history.
	Find out where the candidate lives to see if perhaps this might influence his decision.
Adults	Talk to other people in the neighborhood he lives in to find what he's really going after.
	Find out if either of them has any financial interest or stands to profit.
	Who is backing each campaign.

12 = RESEARCHES USE OF LAND OR NEEDS OF COMMUNITY THAT MIGHT INDICATE CANDIDATES' THINKING

Age 13	Check the land to see which purpose would be better.
	See how many industries there are and if there's too much smog, and ask the people to see if kids need the park or get industry to progress ahead.
Age 17	Find out what is most helpful either to keep kids off the street or industry.
	I guess find out what industry they were going to put on the land, if it was a needed industry for the community.
Adults	Check what it would mean to the community as a tax relief.

Categories and sample responses are listed below.

13 = ATTENDS MEETINGS, SPEECHES AND DEBATES (PASSIVE)

All ages	Listen to a speech or talk they gave. Listen to him speak on radio, TV or through the news media. You could go and hear them speak at campaign parties. Listen to his speeches and read his campaign literature. Attend campaign rallys and meetings.

14 = OBTAINS INFORMATION FROM MEDIA AND CAMPAIGN MATERIALS

All ages	Read their booklets and other literature. Contact his headquarters. Go to a newspaper where they've done research on both candidates and find out that way. Read the papers and on T.V. different editorials. Check at campaign headquarters.

15 = OTHER ACCEPTABLE RESPONSES

Age 13	Ask your friends for opinions. Look at the surroundings, see which I would want, see why they think by putting myself in their places.
Age 17	Go to the city hall and find out. Get different opinions from other people and see if they've talked to the candidates.
Adults	No samples given.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 13	The one who wants the park is a good idea. This will give them some place to go and keep them off the streets. I'm against this because the industry would make air pollution. One man wants to make a good impression on kids. Go to the Almanac and look it up.
Age 17	They don't need no park. Well, I would say, the one making for the the park, he trying to build this nation and he making the park to keep kids out of trouble.
Adults	How were they raised--one would think play more important, the other income more important.

29 = I DON'T KNOW

Acceptable: Named two things in categories 10-15.

A. What do you think are three important problems generally facing large cities in the United States?

(1) ______________________________

____

(2) ______________________________

____

(3) ______________________________

____

(If respondent answers "None" OR no response is given in 10 seconds, go to next exercise.

If respondent pauses before 3 problems are given ask, "Are there any other problems you can think of?"

Stop after 3 responses OR when respondent answers "No" OR no response is given in 10 seconds.)

(Go to B)

B. Which one of the problems you named would you MOST want to ask questions about?

- ○ *Problem 1 (Go to C)*
- ○ *Problem 2 (Go to C)*
- ○ *Problem 3 (Go to C)*
- ○ *Any other response (Go to next exercise)*
- ○ *No response (After 10 seconds, go to next exercise)*

A

(1)			(2)			(3)		
○0	○0	○0	○0	○0	○0	○0	○0	○0
○1	○1	○1	○1	○1	○1	○1	○1	○1
○2	○2	○2	○2	○2	○2	○2	○2	○2
	○3	○3		○3	○3		○3	○3
	○4	○4		○4	○4		○4	○4
	○5	○5		○5	○5		○5	○5
	○6	○6		○6	○6		○6	○6
	○7	○7		○7	○7		○7	○7
	○8	○8		○8	○8		○8	○8
	○9	○9		○9	○9		○9	○9

101002-234

RS007

(Continued)

C. What two questions would you ask about this problem to find out more about it? *(This refers to the problem respondent mentions in part B.)*

(1) ______________________________

(2) ______________________________

(If respondent answers "None" OR no response is given in 10 seconds, go to D.

If respondent pauses before 2 questions are given ask, "Is there anything else you would ask to find out more about this problem?"

Stop after 2 questions OR when respondent answers "No" OR no response is given in 10 seconds.)

(Go to D)

D. Name two sources that would help you learn more about the problem you most want to ask questions about.

(1) ______________________________

(2) ______________________________

(If respondent answers "None" OR no response is given in 10 seconds, go to next exercise.

If respondent pauses after first response ask, "Can you name another source?"

Stop after 2 responses OR when respondent answers "No" OR no response is given in 10 seconds.

If respondent gives only 1 source, go to next exercise.

If respondent gives 2 sources, go to E.)

C (1)		C (2)		D (1)		D (2)	
○0	○0	○0	○0	○0	○0	○0	○0
○1	○1	○1	○1	○1	○1	○1	○1
○2	○2	○2	○2	○2	○2	○2	○2
	○3		○3		○3		○3
	○4		○4		○4		○4
	○5		○5		○5		○5
	○6		○6		○6		○6
	○7		○7		○7		○7
	○8		○8		○8		○8
	○9		○9		○9		○9

101002-234
RS007

(Continued)

E. Name as many additional sources as you can that would help you learn more about the problem you MOST want to ask questions about.

____

____

____

____

____

____

(Stop when respondent answers "None" OR no response is given in 10 seconds.)

101002-234
RS007

				E			
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3		3		3		3
4	4		4		4		4
	5		5		5		5
	6		6		6		6
	7		7		7		7
	8		8		8		8
			9		9		9

Release #: RS007

NAEP #: 101002-234

Theme: SKILLS.
Subtheme: Obtaining information.
Theme: KNOWLEDGE.
Subtheme: History.

Objective: I. HAVE CURIOSITY ABOUT HUMAN AFFAIRS.
Subobjective: A. Raise questions and seek answers.

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal

Overlap:	13	17	Adult
Package-Exercise:	10-03	11-11	02-02
National P-value:			
RS007-44	37.93	58.77	66.14

Timing: No paced tape was used in this individually administered exercise.

RS007
PART A
101002-234

SCORING GUIDE: PART A

Categories and sample responses are listed below.

000 = NO RESPONSE

101 = POLLUTION

Age 13	Noise.
	Air pollution.
	Pollution--smog.
	Water pollution.
	Pollution all over.
Age 17	Ecology.
Adults	Pollution and problems of industrial pollution.
	Waste disposal.

102 = OVERPOPULATION; LACK OF HOUSING

Age 13	Overcrowded population.
	Population--too many people.
	Need more houses.
Age 17	Overcrowding.
	Population increase.
	Growing too fast (cver-population).
Adults	Crowded conditions in inner city.
	People living too close together--not enough space.
	Not enough housing.

103 = POVERTY AND POOR HOUSING

Age 13	Poverty.
	Housing--better homes for people in the slums.
Age 17	Slums.
	Ghetto problems--housing--feeding people.
	Money for the poor.
	Poverty and slums.
	A lot of people still live in shacks and places that are fixing to fall apart.
	Poorness.
	Inner city--slum areas.
Adults	Ghetto.
	Slum and poverty areas.
	Poor housing crowded areas.

Categories and sample responses are listed below.

104 = INTERGROUP RELATIONS

Age 13	Racial differences.
Age 17	Racism.
	Arguments between younger and older people.
	Segregation.
	Acceptance of integration.
	Everyone is thinking they are better than everybody else.
Adults	Racial strife.
	Racial problems between black and white.
	Discrimination.
	Busing.

105 = CRIME

Age 13	Lots of killing.
	Vandalism.
	Crime rate has increased.
	Halloween--putting dangerous objects in the treats.
	Robberies.
Age 17	Juvenile delinquency.
Adults	Improper use of certain laws.
	Coping with spreading crime situation.
	Crime is very big especially because of drugs.

106 = SOCIAL DISORDERS (RIOTS)

No samples given.

107 = ECONOMIC PROBLEMS

Age 13	Strikes.
	Not enough jobs.
Age 17	Trying to get a job.
	Labor union problems.
	Lack of jobs--unemployment.
	Prices and costs--taxes.
	Low wages.
	Economic growth.
Adults	Poor financial supervision.
	Bad economies--a lot of people out of work.
	High cost of living.
	Lack of money for development and needed services.
	Not enough money coming back to the city from the federal government.
	A lot of businesses are moving to the suburbs.

Categories and sample responses are listed below.

108 = TRANSPORTATION

Age 13	Traffic.
	Reckless driving.
Age 17	Too many car accidents.
Adults	Inability to get from place to place by subway, cars, etc.
	Traffic handling.
	Drunken drivers.

109 = EDUCATION

All ages	Need more schools built.
	Overcrowded schools.
	Schools--busing and not enough teachers and schools.

110 = GOVERNMENT

Age 13	The way the law should be improved.
Age 17	Official neglect-misrepresentation-unfair representation.
	Controversy in government (political problems).
	The people that are suppose to be ruling over U.S. problems, mayors and things, they usually don't know what the people want, they just do what they think.
	Politics (people not wanting to do a good job).
Adults	Decline of city's ability to serve its residents.

111 = HEALTH PROBLEMS

Age 13	Bad water.
Age 17	Food--starvation in ghettos.
	Not enough doctors for sick.
	Sanitation.
Adults	Garbage collection.
	Alcoholics.
	Proper health care.

112 = DRUGS

Age 13	Dope.
	Drugs and how they get smuggled into the United States.
Age 17	Drug abuse.
	Drug addiction.
Adults	Heroin and Marijuana.

Categories and sample responses are listed below.

113 = MORAL CHANGE

Age 13 No respect for law.
Too many bad people.
Age 17 Lack of interest in religion.
Coldness of people to one another.
No trust of people.
Adults No samples given.

114 = NATURAL DISASTERS

No samples given.

115 = OTHER ACCEPTABLE RESPONSES

Age 13 No room for exercise and activities.
Not enough organizations for kids (boy scouts, girl scouts, etc).
Age 17 Not enough land for people to do things--recreation wise.
Kids not having enough to do.
Too much uniformity--apartment houses all look alike.
Adults Fostering growth and development for city's future.
Entertainments for younger people not enough--need parks with supervision.

298 = VAGUE, NONSENSICAL AND OTHER UNACCEPTABLE RESPONSES

Age 13 Social studies.
Accidents.
Work.
Age 17 Anti-war movements.
Don't know all the people personally.
Industry.
Adults The war.

299 = I DON'T KNOW

RS007
PART C
101002-234

SCORING GUIDE: PART C

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = QUESTIONS ABOUT THE NATURE OF THE PROBLEM

Age 13
What causes the most pollution?
Where the drugs first come from?
What effect drugs have on people?
How many people are on dope?
Why aren't the races getting along?
How much of our air is bad?
Why do prices have to be so high and wages so low?
Why do they take drugs? What do they see in it?
Why do they make all the smog?

Age 17
Why it occurs? (Official neglect)
Why do people commit crime?
How has pollution been allowed to get so out of hand?
When you go to the emergency room, why do the doctors go on to the other and leave you?
One good reason why marijuana should be legalized?
Why do people permit crime to happen?
What chemicals are in the air?
What are the weather facts?
Are there enough teaching facilities?
How many people face poverty?
What starts people on drugs?
Why can't they get along together?
What types of crime are there?
Why do educated people treat each other like animals?
What causes the slums?
Are there enough teaching facilities?

Adults
Why they drink that much and get on road?
What industries are being cut back?
Is there any wide spread standards as to what constitutes pollution and the forms used to measure it?
How is money being used for the housing projects?
Why must there be a lack of decent housing when it seems the gov't is always collecting taxes to use for this?
Why is the equipment used in transportation so old?
Have a breakdown on where my taxes are going.
Why are the prices so high?
What are the causes of pollution?

RS007
PART C
101002-234

Categories and sample responses are listed below.

11 = QUESTIONS ABOUT SOLVING THE PROBLEM

Age 13 How can we help life at home so people won't need drugs?
Can you clean it up?
What are some ways we can help to prevent it?
Age 17 How can it be solved?
What's being done to get addicts off drugs?
Are the existing laws effective, and if not, what would be better legislation?
How to cut traffic down and not hurt industries in cities?
What can I do to help bring the crime rates down?
Why hasn't the government done as much as they could?
Why can't everyone have equal opportunities and make use of them when they get them?
How could law enforcement be made stronger and not as weak as it is now?
How could prison reform be made better?
Why couldn't they spend more money on kids rather than all the money on space and war?
Waste removal--What to do to dispose of it? Landfill?
Adults How to keep them off the road?
Who is going to hire all the G.I.s from Viet Nam?
What future industries are predicted to foster city growth?
What particular type of pollution can be avoided?
How to give more people opportunity to work!
How could we have more training programs to help people?

12 = OTHER ACCEPTABLE RESPONSES

Age 13 Would it be overruled by something else later?
Age 17 How do the people feel about the ways that are being used now to stop pollution?
Adults No samples given.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 13 Is he very smart?
About the books are they different from any other books?
How the teachers act about you missing a problem?
Age 17 Go to police to ask them to check on people.
Ask neighbors if they would watch my place.
Adults No--because I'm never taken any.

29 = I DON'T KNOW

SCORING GUIDE: PARTS D&E

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = NEWSPAPERS AND MAGAZINES

All ages Library--magazine section.
Articles in papers and magazines.
Everyday magazines and newspapers have article about it.
Read newspapers.

11 = RADIO, TV AND FILMS

All ages TV commercials.
TV, radio.
News media, TV.
Films at school.

12 = BOOKS, LIBRARY

All ages Facts in the library.
Reference books.
Library books, encyclopedia.
Read a book about crime.

13 = GOVERNMENT OFFICIALS, WORKERS OR AGENCIES

Age 13 Police.
Department of Health.
Going to the government and asking about it.
City Hall.
Age 17 The mayor.
Juvenile Detention headquarters.
Dept. of Interior.
Federal government.
State government.
Talk to the environmental boards.
A politician, like a congressman.
Adults City Commission.
Wild life commission.
Food and Drug Administration.
Dept. of Health, Education, Welfare.
I could attend some city council meetings.

Categories and sample responses are listed below.

14 = GOVERNMENT LITERATURE

Age 13	No samples given.
Age 17	Pamphlets from Washington. Government pamphlets (Write off for them--the State Dept. of Agriculture).
Adults	U.S. government of figures or projections. Reading on government studies on these problems.

15 = DIRECT OBSERVATION OR TALK TO PERSON INVOLVED IN PROBLEM

All ages	I guess I'd go to someone on the drugs to ask them their opinion. Factories that produce pollution. Going to nearby lakes and streams and try to help clean them up. People involved in the riots. Go to the ghettos to see how they live. People that commit crimes. Going to a school that's integrated.

16 = AUTHORITIES (TEACHERS, DOCTORS, SCIENTISTS)

Age 13	Doctors. A good pharmacist. A scientist.
Age 17	From a sociologist. Ecology professors. Superintendent of schools. Go to sanitation companies.
Adults	The works of specialists and urbanologists. Reports from water re-cycling plant.

17 = SPECIAL INTEREST GROUPS

Age 13	Visiting places that help fight air pollution. YMCA--Church.
Age 17	Wildlife federation. Conservation people. Family Parenthood Association.
Adults	Labor Unions of each state. Organizations specializing in working to curb pollution. Drug clearing house.

Categories and sample responses are listed below.

18 = OTHER ACCEPTABLE RESPONSES

All ages Business owners.
Psychological reports on what causes crime.
Church.
Sociology class in school.

28 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 13 See what parents think about it.
A grown-up who lives in a big city.
Go to the office.
Ask around (some people) no one in particular.
Age 17 Write to individuals concerned.
People.
A close friend.
Listening to people.
Adults Dept. that's supposed to be in charge of all this.
Children of today seem to know quite a bit and are concerned.

29 = I DON'T KNOW

Acceptable: *Named three problems in categories 101-115, was interested in one of the problems, asked two questions in categories 10-12, and named two sources in categories 10-18.*

We can find information by using:

A dictionary

An encyclopedia

A globe

A map

A newspaper

Suppose you had all of these in your room. Which would be BEST to use to find the things asked below?

A. Which one of the following would be BEST to use to find how to a spell a word?

● A dictionary

○ An encyclopedia

○ A globe

○ A map

○ A newspaper

○ I don't know.

203002-1
RS008

PLEASE GO ON TO THE NEXT PAGE.

(Continued)

D. Which one of the following would be BEST to use to find information about the history of Mexico?

○ A dictionary
● An encyclopedia
○ A globe
○ A map
○ A newspaper

○ I don't know.

203002-1
RS008

STOP DO NOT TURN THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RS008
US008

NAEP #: 203002-1

Theme: SKILLS.
Subtheme: Obtaining information.

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: C. Obtain information from a variety of sources.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap: 9
Package-Exercise: 02-22
National P-value:

RS008A	91.07
US008B	78.70
US008C	95.45
RS008D	75.74

Timing: (in seconds)

	Introduction:	24
RS008A	Stimulus:	14
RS008A	Response:	38
RS008A	Total:	63
US008B	Stimulus:	16
US008B	Response:	38
US008B	Total:	58
US008C	Stimulus:	15
US008C	Response:	37
US008C	Total:	62
RS008D	Stimulus:	15
RS008D	Response:	37
RS008D	Total:	59
	Exercise Total:	266

Fill in the oval beside "Yes" if the book or thing listed below would probably give you information about the early settlement of your state. Fill in the oval beside "No" if it probably would not give you information. If you do not know the answer, fill in the oval beside "I don't know."

A. Would a DICTIONARY give you information about the early settlement of your state?

○ Yes
● No

○ I don't know.

B. Would an ENCYCLOPEDIA give you information about the early settlement of your state?

● Yes
○ No

○ I don't know.

203030-1
RS009

PLEASE GO ON TO THE NEXT PAGE.

Release #: RS009
US009

NAEP #: 203030-1

Theme: SKILLS.
Subtheme: Obtaining information.

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: C. Obtain information from a variety of sources.
Subobjective: D. Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap: 9
Package-Exercise: 01-06
National P-value:

RS009A	68.36
RS009B	80.39
US009C	74.19
US009D	82.25

Timing: (in seconds)

	Introduction:	23
RS009A	Stimulus:	7
RS009A	Response:	27
RS009A	Total:	34
RS009B	Stimulus:	9
RS009B	Response:	25
RS009B	Total:	34
US009C	Stimulus:	10
US009C	Response:	26
US009C	Total:	36
US009D	Stimulus:	8
US009D	Response:	31
US009D	Total:	40
	Exercise Total:	179

A boy looked in his history book, but he could not find out where Abraham Lincoln was born. Which one of the following should he do?

○ Look in an atlas

● Look in an encyclopedia

○ Look in a geography book

○ Ask a friend to help him

○ I don't know.

203016-1

RS011

⓪⓪
①①
②②
③③
④④
⑤
⑥
⑦
⑧

STOP DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RS011

NAEP #: 203016-1

Theme: SKILLS.
Subtheme: Obtaining information.

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: C. Obtain information from a variety of sources.
Subobjective: D. Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources.

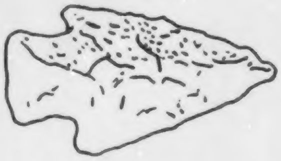
Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap: __9__
Package-Exercise: 03-12
National P-value:
RS011 67.53

Timing: (in seconds)
RS011 Stimulus: 20
RS011 Response: 28
RS011 Total: 59

(Before reading this exercise, give respondent the supplementary package opened to page 12.)

Pablo found an arrowhead in his backyard. It was shaped like the arrowhead in the picture you are looking at.



Pablo was interested in finding out who made the arrowhead, when it might have been made, and what it could have been used for. How could he find out?

(1) ______________________________

(2) ______________________________

(3) ______________________________

(If no response is given in 10 seconds, go to next exercise.

If respondent pauses after first response ask, "Is there any other way he could find out?"

Stop after 3 responses OR when respondent answers "No" OR no response is given in 10 seconds.)

		(1)		(2)		(3)	
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3		3		3		3
4	4		4		4		4
	5		5		5		5
	6		6		6		6
	7		7		7		7
	8		8		8		8
			9		9		9

203040-1

RSD13

Release #: RS013

NAEP #: 203040-1

Theme: SKILLS.
Subtheme: Obtaining information.

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: C. Obtain information from a variety of sources.

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal

Overlap: 9
Package-Exercise: 07-02
National P-value:
RS013-11 78.51

Timing: No paced tape was used in this individually administered exercise.

RS013
203040-1

SCORING GUIDE

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = RECOGNIZED AUTHORITIES (PEOPLE) FOR CHILD

Take it to a museum, ask someone there they know about fossils and stuff at museums.
Go to library lady and ask.
Go to a lab and ask a scientist.
From the Indians.
Ask my teacher.
He'd go to a rock expert. I can't think of the name.
Go ask his teacher where he could find people who could tell him about it.

11 = OTHER POSSIBLE PERSONAL SOURCES

He could ask around his neighbors to see who made it.
Ask me I know a lot about them I have books on them.
Get his dad to tell him.
Ask my mother.
Ask my parents about it.

12 = MUSEUMS OR RELEVANT INSTITUTIONS

Take it to a museum.
Go to a museum about Indians.
A museum.

13 = SPECIFIC WRITTEN OR PICTORIAL SOURCES

Look in a book on arrowheads, look for the book in a library or maybe in a school.
Look in encyclopedia.
Find it in dictionary - little bit.
A movie on arrowheads in school.
By a social studies book.
Look in a science book.
Look in some Indian History books.
He could look it up in the encyclopedia to see about how the Indians made them.
Go to the library and ask the librarian for books on Indian artifacts.

Categories and sample responses are listed below.

14 = GENERAL WRITTEN OR PICTORIAL SOURCES

Maybe a book from the library could help him.
Ask people - get a book and find out.
Try to get a book about it and figure it out by himself.

15 = OTHER ACCEPTABLE RESPONSES

He could look on the back of it to see if it has the name of the place on it where it was made.
Take it to a laboratory.

21 = IRRELEVANT SOURCES OR METHODS

Look on it for a date.
Take it to the police and ask them.
Take it to the mayor and ask him.
Take it to a psychiatrist and ask him about it.
It usually tells how they were used in story books.
Take it to a friend.

28 = VAGUE, NONSENSICAL AND OTHER UNACCEPTABLE RESPONSES

Go to India where they might make them.
He could ask my grandfather he has a whole collection, only he died.
Ask somebody.
Take some wild guesses.
Find the person who shot it - ask them about it.
Take it to a shop.
He might know himself.

29 = I DON'T KNOW

Acceptable: Named one way in categories 10-15.

Suppose someone wanted to know what had happened in our country or in the world within the last 24 hours. Would each of the following be a good way for that person to find out?

203038-12
RSD14

PLEASE GO ON TO THE NEXT PAGE.

(Continued)

C. Would reading the daily newspaper be a good way to find out what had happened in the last 24 hours?

● Yes

○ No

○ I don't know.

D. Would looking in an encyclopedia be a good way to find out what had happened in the last 24 hours?

○ Yes

● No

○ I don't know.

E. Would watching the news on television be a good way to find out what had happened in the last 24 hours?

● Yes

○ No

○ I don't know.

203038-12
RS014

Release #: USO14
RSO14

NAEP #: 203038-12

Theme: SKILLS.
Subtheme: Obtaining information.

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: C. Obtain information from a variety of sources.
Subobjective: D. Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	9	13
Package-Exercise:	03-18	04-03
National P-value:		
USO14A	81.08	94.22
USO14B	78.78	86.40
RSO14C	86.65	98.05
RSO14D	88.45	97.63
RSO14E	93.69	98.72
USO14F	93.43	97.88

Timing: (in seconds)			
RSO14	Introduction:	15	14
USO14A	Stimulus:	9	9
USO14A	Response:	15	15
USO14A	Total:	32	33
USO14B	Stimulus:	9	10
USO14B	Response:	14	15
USO14B	Total:	32	30
RSO14C	Stimulus:	10	11
RSO14C	Response:	14	14
RSO14C	Total:	29	30
RSO14D	Stimulus:	10	11
RSO14D	Response:	15	14
RSO14D	Total:	29	30
RSO14E	Stimulus:	10	10
RSO14E	Response:	15	15
RSO14E	Total:	34	30
USO14F	Stimulus:	10	11
USO14F	Response:	15	16
USO14F	Total:	33	37
	Exercise Total:	204	204

Suppose your teacher has asked all of the students in your class to find out how many people immigrated to this country in 1900. Which one of the following do you think would be the MOST dependable or reliable source for finding out how many people immigrated to the United States in 1900?

○ An article about immigrants in a popular magazine

○ A very old neighbor who immigrated to the United States

○ A fiction story about a young girl who came to this country and who became a citizen

● Immigration dates and figures in a book put out by the United States Census Bureau

○ I don't know.

204009-234

RSD17

STOP DO NOT GO ON TO THE NEXT PAGE UNTIL TOLD TO DO SO.

Release #: RS017

NAEP #: 204009-234

Theme: SKILLS.
Subtheme: Obtaining information.

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: D. Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text

Overlap:	13	17	Adult
Package-Exercise:	03-01	05-02	04-16
National P-value:			
RS017	88.55	93.57	96.67

Timing: (in seconds)			
RS017 Stimulus:	41	41	37
RS017 Response:	5	6	*
RS017 Total:	57	55	*

*Time not limited by paced tape.

NOTE: Stimulus similar for out-of-school respondents. "Suppose your teacher has asked all of the students in your class to find out how many people immigrated to this country in 1900." replaced by "Suppose you want to find out how many people immigrated to this country in 1900." at age 17 out-of-school and adult.

(Before reading this exercise, give respondent the supplementary package opened to page 1.)

A. If you were to receive summaries of two new scientific studies on smoking, one of which was reported by the government and the other by the tobacco industry, which would you read? *(Read ALL choices on the handout to respondent.)*

○ The government report only *(Go to B)*

○ The tobacco industry report only *(Go to B)*

○ Both the government and the tobacco industry reports *(Go to B)*

○ Neither the government nor the tobacco industry report *(Go to B)*

○ *I don't know.* *(Go to next exercise)*

○ *No response* *(After TWENTY seconds, go to next exercise)*

B. Please give a reason for your answer.

B

(Stop if no response is given in 10 seconds.)

102001-234

RS018

Release #: RS018

NAEP #: 102001-234

Theme: SKILLS.
Subtheme: Obtaining information.

Objective: I. HAVE CURIOSITY ABOUT HUMAN AFFAIRS.
Subobjective: B. Are open to new information and ideas.

Exercise Type: Longer answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal

Overlap:	13	17	Adult
Package-Exercise:	08-01	10-01	04-01
National P-value:			
RS018-03	64.58	77.31	79.09

Timing: No paced tape was used in this individually administered exercise.

SCORING GUIDE: PART B

Categories and sample responses are listed below.

00 = NO RESPONSE

10 = WOULD READ BOTH--EQUALLY INTERESTING OR EQUALLY BIASED

All ages To find out about both of them.
Read both sides so you can find out the good and the bad things about it.
To find out what they both have to say about tobacco and if it's harmful to you.
Both would have different ideas in them.
Want to see both side of opinion so I can make a fair judgment about what I should know about cigarettes.
Because I could put them together and evaluate both of them.
You'd get all the information there was to get.
I'd like to see the different argument and both point of views.
Reading one report would give a biased opinion.
Because I smoke and I would just as soon know more about it.

11 = WOULD READ BOTH, BUT HAS PREFERENCE FOR GOVERNMENT REPORT OR FEELS THAT TOBACCO REPORT WOULD BE BIASED

All ages The tobacco industry might be trying to keep their business and try and slide on some of the bad things about smoking. The government would be more likely to tell you the medical facts.
The tobacco industry might try to put something over and the government might be more honest. I've seen movies where the tobacco doesn't mention any problems.
Because I think it be good to read the one by the tobacco industry but I feel the government report would be a lot more unbiased because the tobacco industry makes money and they would want to make it look as good as possible.
The government has scientific reasons. The tobacco wants to sell more cigarettes.
The government would give you facts and statistics and the tobacco industry would be leaning towards the tobacco industry.
The tobacco industry would only tell you so much and the government would tell you fully.

Categories and sample responses are listed below.

12 = WOULD READ BOTH, BUT HAS PREFERENCE FOR TOBACCO REPORT OR FEELS THAT GOVERNMENT REPORT WOULD BE BIASED

All ages	The government might skip something and the tobacco company tell them that the tobacco might be getting better with the tar and nicotine and the government doesn't know about it. The tobacco industry report might be favoring one thing or the other. Since it's the tobacco industry, they may not put down smoking as much as the government.

20 = WOULD READ GOVERNMENT REPORT ONLY

Age 13	Makes more sense to read it. Because tobacco might be wrong, you might get cancer from it and the government may tell you not to use it.
Age 17	Because there would probably be more truth in it. The tobacco company might tell some untruths so they can sell the product. Would show progress or what they found out about smoking. I don't smoke and I don't think I will ever start smoking. I think it is bad on your health, too.
Adults	The government is interested in the individual and the tobacco company is interested in selling the product.

21 = WOULD READ TOBACCO REPORT ONLY

Age 13	They should know more about it than the mayor. It knows more about it than the government.
Age 17	It doesn't matter what the government thinks and says. The government in lot is one-sided. I think the government would be more statistical and I wouldn't be interested in statistics. I'd want to read what the producers themselves thought of their product, and why they sold it to people if they know it's harmful. I think I'd read the tobacco industry because I smoke and I'm mostly interested in getting the best brand.
Adults	I like to read their propaganda. To see what they have to say. Their reasoning wouldn't apt to be as honest as the government's should.

Categories and sample responses are listed below.

22 = WOULD READ NEITHER REPORT

Age 13	Smoking is bad for your health. Neither of my parents smoke and I wouldn't be bothered. Not interested.
Age 17	I don't smoke. I'd rather read reports by doctors. The government and tobacco industry don't know much about it.
Adults	I gave up smoking for the kinds of considerations that such studies would deal with. I don't believe what neither say. I don't believe what they say.

23 = WOULD READ BOTH--UNACCEPTABLE RESPONSES

Age 13	That's what it talks about. Might tell you something about what's in a cigarette. Both, because its bad for smoking. Because you need the material for both. For money. Because they both say not to smoke.
Age 17	If I received them I would read them. Well, before you smoke you need tobacco so you need to know how they get it and everything.
Adults	No samples given.

29 = I DON'T KNOW

(Before reading this exercise, give respondent the supplementary package opened to page 1.)

Use the Table of Contents I have given you to answer these questions.

A. On what page would you look to find out about firemen in the city?

____

(After response OR if no response is given in THIRTY seconds, go to B.)

D. On what page would you look to find out whether farms still have horses?

____

(Stop if no response is given in THIRTY seconds.)

203036-1
R5019

(Continued)

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203036-1
RS019

Release #: RS019
US019

NAEP #: 203036-1

Theme: SKILLS.
Subtheme: Obtaining information.

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: C. Obtain information from a variety of sources.
Subobjective: D. Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources.

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Individual
Stimulus Type: Audio-Verbal & Table of Contents

Overlap: 9
Package-Exercise: 05-02
National P-value:

RS019A	35.70
US019B	67.40
US019C	79.14
RS019D	73.17

Timing: No paced tape was used in this individually administered exercise.

RS019A
PARTS A&D
203036-1

SCORING GUIDE: PARTS A&D

Categories and sample responses are listed below.

PART A:

0 = NO RESPONSE

1 = ACCEPTABLE RESPONSE: 17

2 = UNACCEPTABLE RESPONSE OR I DON'T KNOW

PART D:

0 = NO RESPONSE

1 = ACCEPTABLE RESPONSE: 29

2 = UNACCEPTABLE RESPONSE OR I DON'T KNOW

The following questions refer to the index from a social studies book printed on the opposite page.

A. What page(s) would you look on to find out how sabotage was used during the Civil War?

____

203005-2
RS020

(Continued)

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203005-2
RS020
9-203005-2

Release #: RS020
USO20

NAEP #: 203005-2

Theme: SKILLS.
Subtheme: Obtaining information.

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: C. Obtain information from a variety of sources.

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Text/Index

Overlap: 13
Package-Exercise: 07-20
National P-value:
RS020A 82.17
US020B 83.36

Timing: (in seconds)
Introduction: 8
RS020A Stimulus: 8
RS020A Response: 32
RS020A Total: 40
US020B Stimulus: 8
US020B Response: 33
US020B Total: 41
Exercise Total: 89

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SCORING GUIDE: PART A

Categories and sample responses are listed below.

0 = NO RESPONSE

1 = ACCEPTABLE RESPONSE: 163

2 = UNACCEPTABLE RESPONSE OR I DON'T KNOW

Suppose you were studying the Civil War in your social studies class and you wanted to find the answers to these two questions:

How did Lincoln feel about the South?
How did the South feel about Lincoln?

On the opposite page are four of the cards you might find under LINCOLN, ABRAHAM in the card catalogue in the school library.

Fill in the oval beside the card for the book that would BEST help you answer the two questions above.

203006-2
RS021

PLEASE GO ON TO THE NEXT PAGE.

(Continued)

○

B Brooks, Noah, 1830-1903
LIN Abraham, Lincoln, and the downfall of American slavery, by Noah Brooks. New York, G.P. Putnam's Sons, 1894.

1. Lincoln, Abraham, Pres. U.S., 1809-1865.

○

LINCOLN, ABRAHAM, President United States, 1809-1865

B Gore, John Rogers, 1874-
LIN The boyhood of Abraham Lincoln; from the spoken narratives of Austin Gollaher, illustrated from photographs. Indianapolis, Bobbs-Merrill Co., 1921.

1. Lincoln, Abraham, Pres. U.S., 1809-1865.

○

B Leland, Charles Godfrey, 1824-1903
LIN Abraham Lincoln and the abolition of slavery in the United States, by Charles Godfrey Leland. New York, G.P. Putnam's Sons, 1879.

1. Lincoln, Abraham, Pres. U.S., 1809-1865.
2. U.S. History-Civil War.

●

LINCOLN, ABRAHAM, President United States, 1809-1865

B Randall, James Garfield, 1881-
LIN Lincoln and the South, by J.G. Randall. Baton Rouge, Louisiana State University Press, 1946.

1. Lincoln, Abraham, Pres. U.S., 1809-1865.
2. Southern states-politics and government, 1775-1865.

○ I don't know.

STOP

DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

203006-2

R5021

Release #: RS021

NAEP #: 203006-2

Theme: SKILLS.
Subtheme: Obtaining information.

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: C. Obtain information from a variety of sources.
Subobjective: D. Distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources.

Exercise Type: Multiple choice
Scoring Type: Machine
Administration Mode: Group
Stimulus Type: Text/Library Catalogue Cards

Overlap: 13
Package-Exercise: 05-09
National P-value:
RS021 77.89

Timing: (in seconds)
RS021 Stimulus: 31
RS021 Response: 80
RS021 Total: 124

A. The opposite page is from an index of an American history book. Write the page number or numbers from the index where you would find information about each of the topics listed below.

(1) Government control of business

Page (s) ____________________

(2) The annexation of Austria by Nazi Germany

Page (s) ____________________

(3) Lincoln's assassination by John Wilkes Booth

Page (s) ____________________

A (1)(2)(3)

B (1)(2)

STOP

DO NOT TURN THE NEXT PAGE UNTIL TOLD TO DO SO.

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Release #: RS022
US022

NAEP #: 203003-234

Theme: SKILLS.
Subtheme: Obtaining information.

Objective: II. USE ANALYTIC-SCIENTIFIC PROCEDURES EFFECTIVELY.
Subobjective: C. Obtain information from a variety of sources.

Exercise Type: Short answer
Scoring Type: Semi-Professional
Administration Mode: Group
Stimulus Type: Text/Index

Overlap:	13	17	Adult
Package-Exercise:	06-20	06-17	03-22
National P-value:			
RS022A04	44.65	70.28	66.63
US022B03	51.93	72.17	68.86

Timing: (in seconds)			
RS022A Part A Intro.:	14	13	12
RS022A A (1) Stimulus:	2	2	2
RS022A Response:	26	26	*
RS022A A (2) Stimulus:	4	4	3
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RS022A A (3) Stimulus:	4	4	3
RS022A Response:	28	27	*
RS022A Part A Total:	107	105	*
US022B Stimulus:	7	7	6
US022B Response:	35	36	*
US022B Part B Total:	42	43	*

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RS022A
203003-234

SCORING GUIDE

Categories and sample responses are listed below.

0 = NO RESPONSE

1 = ACCEPTABLE RESPONSE

Part A(1)	430-431 430 431
Part A(2)	507-508 507 508
Part A(3)	328

2 = UNACCEPTABLE RESPONSE OR I DON'T KNOW

Acceptable: Gave page numbers in category 1 for all three parts.

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